

I & Town  
2007



"If I mistake not,  
the object of those  
who were prominent  
in originating the measure estab-  
lishing this school,  
and who were active in securing its  
enactment into law,  
was to make special  
provision for those  
who were to teach  
in our COUNTRY  
SCHOOLS.

This purpose was  
highly commendable and patriotic."

—**John R. Tanner,**  
**Governor of Illinois,** December 21,  
1902.



THE  
MILITARY  
TRACT

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WESTERN  
ILLINOIS  
STATE  
NORMAL  
SCHOOL  
AT  
MACOMB, ILL.

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PRINCIPAL'S REPORT  
REGISTER  
1906:07







THE MILITARY TRACT NORMAL SCHOOL.

# **Annual Report**

**of the**

**Western Illinois State Normal School**

**for**

**The Year Ending August 30, 1907**

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**Catalogue for 1906-07**



# THE BOARD OF TRUSTEES

EX-OFFICIO—THE SUPERINTENDENT  
OF PUBLIC INSTRUCTION,  
FRANCES G. BLAIR,  
SPRINGFIELD.

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LOUIS H. HANNA.....	PRESIDENT
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ALBERT EADS.....	TREASURER

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## CALENDAR 1907-08

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REGISTRATION DAY.....	September 30, 1907
AUTUMN QUARTER....begins.....	October 1, 1907
WINTER " " " " .....	December 30, 1907
SPRING " " " " .....	March 23, 1908
SUMMER " " " " .....	June 15, 1908



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# The Faculty

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ALFRED BAYLISS, M. S.,<sup>o</sup> (*Hillsdale*),  
PRINCIPAL.

SAMUEL B. HURSH, A. M., (*Lombard*),  
VICE PRINCIPAL,  
English.

FREDERICK G. BONSER, M. S., (*University of Illinois*),  
Education.

DAVID L. ARNOLD, A. M., (*Leland Stanford, Jr.*),  
Mathematics.

OLIVER M. DICKERSON, Ph. D., (*University of Illinois*),  
History.

WILLIAM J. SUTHERLAND, Ph. B., (*University of Wisconsin*),  
Geography.

JOHN P. DRAKE, A. M., (*Wesleyan*),  
Physical Science.

JOHN T. JOHNSON, A. B., (*University of Illinois*),  
Biology.

SUSIE B. DAVIS, A. M., (*Milton*),  
Reading.

MAUD SHAMEL,  
Music.

JESSE BUCKNER,  
Drawing.

LOUIS H. BURCH,  
Manual Arts.

EVA COLBY,  
Household Arts.

NINA B. LAMKIN, B. L., (*University of Illinois*),  
Physical Culture.

MARTHA J. HANNA, A. B., (*Monmouth*),  
Latin.

CHARLES A BARNETT, A. M., (*University of Kansas*),  
Atheletics, and Instructor in History.

CORA M. HAMILTON,  
Head Training Teacher.

CAROLINE M. GROTE,  
9th and 10th Grades.

LOIS COFFEY,  
Training, 7th and 8th grades.

BLANCHE E. CAMPBELL,  
Training, 5th and 6th Grades.

LILIAN C. BERGOLD, Ph. B., (*University of Chicago*),  
Training, 3rd and 4th Grades

BERTHA M. BENTLEY,  
Training, 1st and 2nd Grades.

MABEL CARNEY,  
Training, Ungraded School.

MARGARET DUNBAR, B. L., (*Monmouth*) B. L. S., (*University of Illinois*).  
Librarian.

FANNY R. JACKSON, A. B., (*Rockford*) B. L. S., (*University of Illinois*).  
Assistant Librarian.

# Principal's Report

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TO THE BOARD OF TRUSTEES.

Gentlemen:—The following is my report of the affairs of the Western Illinois State Normal School for the year beginning September 24, 1906 and ending August 30, 1907.

There were enrolled during the period 483 students in the Normal, Academic, and Summer schools; and 220 pupils, including 32 in District 56, McDonough county, in the Elementary school, whole number 703.

Of these, 27 young men and 79 young women were of Normal grade, that is, either five or six years in advance of the highest grammar grade, or one or two years in advance of the fourth year of secondary school work. 21 boys and 60 girls were of senior academic grade, which corresponds to the last two years of the best four-year high schools. 53 boys and 51 girls were of the lower academic grade, corresponding to the first two years of the best four-year high school courses. There were 244 students in the Fourth or Summer quarter, of whom 190 had not been previously enrolled during this year.

The average ages of this student body at the time of enrollment were as follows:

In the two lower academic grades—boys 16.8 years; girls 16.3 years.

In the two upper academic grades—boys 18.4 years; girls 18.3 years.

In the Normal or student teacher grades—men 21.2 years; women 19.7 years.

The average age of students in the Summer quarter who had not previously been enrolled and most of whom were working teachers was 23 years.

The Elementary school was composed of children from 6 to 14 years of age, an equal number in each of the eight grades, except that the school in District 56 was an ungraded school.

Of the entire enrollment 233, or 48 per cent, were residents of McDonough county.

Of those who were enrolled in the Summer quarter, only 60, or 24½ per cent, were residents of McDonough county. Other counties were represented as follows:

Adams.....	27	Brown.....	1	Bureau.....	3
Cass.....	4	Christian....	2	Fulton.....	27
Hancock....	23	Henderson...	8	Henry.....	5
Knox.....	22	Logan.....	1	La Salle....	1
Mason.....	1	McLean.....	1	Mercer.....	16
Morgan.....	1	Peoria .....	1	Pike .....	10
Rock Island..	12	Sangamon...	2	Scott.....	2
Stark.....	1	Schuylerville...	37	Whiteside....	3
		Warren....	29		

Arkansas-1; Iowa-1; Missouri-1; Nebraska-1;  
Philippine Islands-7.

5 young men and 17 young women were graduated from the school June 6, 1907.

### THE FACULTY.

Miss Edna Keith, training teacher for the first and second grades, resigned December 24, 1906; and Mr. S. L. Smith, instructor in drawing resigned April 1, 1907. Both of these teachers had been members of the faculty from the opening of the school in 1902, and their departure was much regretted by their associates and the students.

Miss Bertha M. Bentley, formerly a critic teacher in the Cheney, Washington, State Normal School, succeeded Miss Keith January 1, 1907. Miss May Graves, a graduate student of the Art Institute in Chicago, temporarily succeeded Mr. Smith, Miss Jessie Buckner, formerly Supervisor of Drawing in the Galesburg City Schools, having been regularly appointed June 6, 1907.

Miss Nina B. Lamkin, formerly Physical Director of the Jewish Manual Training School, Chicago, was provisionally appointed Instructor in Physical Culture, March 1, 1907, and regularly appointed June 6, 1907.

Miss Eva Colby, formerly instructor in the Freeport high school, was appointed Instructor in Household Arts June 6, 1907.

With these changes, and exceptions, the teachers have been the same through the entire year. I submit a brief summary of the amount and kind of work done by each of them.

## PSYCHOLOGY AND THE PRINCIPLES OF EDUCATION

### COURSES OF INSTRUCTION.

The following courses have been given:

2 in Elementary Psychology with 56 students.

2 in the History and Principles of Education with 24 students.

1 in Principles of Teaching with 45 students.

1 in School and Library Administration with 12 students.

Student Teaching, on the one half day plan, 23 students.

Student Teaching, on the one period plan, 45 students.

Teachers' meetings with student teachers have been held weekly, on alternate weeks under the direction of the Head Instructor in Education, the intervening weeks under the direction of the several Training Teachers. Definite and detailed outlines have been provided for many of these meetings. This work has been of much value in developing a spirit of unity, interest and enthusiasm in the Training School.

During the first two thirds of the fall term, on request of a number of the city teachers of Macomb, meetings were held taking up a number of questions of general pedagogy which were attended by quite a proportion of the local teachers as well as by our own. The pressure of necessary work made it impossible to continue these during the year.

### TRAINING SCHOOL COURSE OF STUDY.

A work which has engaged us in a formal way for from one to four periods each week throughout the year has been the development of a course of study for the Training School. Head Instructors from the departments have brought together

many valuable outlines of material which have been thoroughly discussed with the Training School teachers, revised where it seemed wise, and finally reduced to a form most desirable for use in the grades. The copy of this work will soon be ready for the press. Sufficient effort and attention have been given to the general plan and details of this work to make us feel that it will constitute a real contribution in elementary education.

### SCHOOL GARDEN.

Near the agricultural experiment plots, a tract of land 8 rods in length by 24 feet in breadth has been plowed and is in use for school garden purposes by the grades of the Training School. As a further development of this, we hope to see a tract set aside for herbs, shrubs, brush fruits of all kinds, typical fruit trees, etc., for the purpose of teaching their propagation, care, protection from pests, improvement, etc. It appeals to us that every plant, shrub and tree producing fruit which is grown here should find a place in such a school garden as ours should be, here in the midst of such an extensive agricultural district. An agricultural map of United States with each state and center showing its leading agricultural crop growing each year, in so far as this is possible, has suggested itself as a possibility if space may be available, as a future development in this line.

### PEDAGOGICAL LIBRARY AND MUSEUM.

A beginning has been made in a library of books placed on file for examination purposes by the leading school book publishing houses. It is hoped that this may grow into a most valuable source of material and basis of comparative study of texts for Training Teachers and methods courses. 91 books are now in this library. Appropriate

shelf room is needed as this enterprise is sure to grow. Open shelving is by far the best for such a library.

The pedagogical museum is made up of collections of teaching material, and a good beginning is here also in evidence. Without expense to us save that of correspondence, the following have been received:

A cabinet exhibit of the Walter Baker Chocolate manufacturers.

A cabinet exhibit and pictures of Huyler's Cocoa manufacturers.

A cabinet exhibit showing steps in the manufacture of the Esterbrook steel pens.

An exhibit showing steps in the making of the Dixon lead pencils.

Two large and well illustrated books giving the history and detailed description of the manufacture of the A. W. Faber pencils.

A very interesting and valuable exhibit showing the manufacture and variety of products of Carborundum.

26 bottles from the Standard Oil Company showing numerous types of crude petroleum and the products made from it.

An exhibit of cotton, including plants, closed and open bolls and products of various kinds; presented by a friend. The children made a very nice cabinet for this in manual training work.

8 sets of educational games by the Cincinnati Game Company.

We are especially desirous of building up this pedagogical library and museum. Many teachers are anxious to keep up with progress in text books and school supplies but are not familiar with publishers' addresses and publications nor with sources of supplies. As the leading center of educational thought in the community, the Normal School should have on hand where they may be examined

and evaluated, all the best things in school books, school furniture and equipment and teaching materials together with their prices and the sources from which they may be obtained.

#### CARD CATALOG OF PERIODICAL LITERATURE.

By the generous and interested help of the senior class, there has been made a card catalog of all the scattered periodical literature bearing directly upon educational questions in our library. This catalog covers 22 periodicals among which are the Reports of the Commissioner of Education and the National Educational Association, and includes over 4600 titles. These have been carefully classified under 184 heads. To illustrate the utility of this plan, it may be sufficient to note that in the class labeled "Normal Schools", there are over 100 titles, covering every phase of normal school work. This catalog makes usable and easily accessible a large and most valuable source of material bearing upon every line of work in which we are interested but which has not been used because of the difficulty in finding it.

#### OTHER ACTIVITIES.

The Head Instructor in Education attended the State Teachers' Association during the Holiday vacation; delivered an address to the city teachers of Springfield on January 25; addressed the city and neighboring teachers of Abingdon on April 13; prepared a paper for the Central Illinois Teachers' Association at Jacksonville on March 22; delivered the annual address to the graduating class of the Avon High School on May 26; and was invited to go on program of the Los Angeles meeting of the National Educational Association for next July.

We have cooperated with Teachers College, Columbia University, in making two studies in ele-

mentary education, namely: 1. The Effect of Systematic Training in "How to Study" in Geography in the Sixth and Seventh Grades. 2. The vocational Interests of Children of the Seventh and Eighth Grades as a Factor in Determining Improvements in the Course of Study for these Grades. We have also aided, in some measure, the department of psychology in the University of Illinois in a Study in Types of Imagery in Children. We value these opportunities as they stimulate our own work.

FREDERICK G. BONSER.

## **ENGLISH**

### **FIRST QUARTER, 1906-1907.**

Brief history of the development of the drama with the reading Antigone and Alcestis from the Greek Drama, and King Lear and Twelfth Night from Shakespeare. Special study of plot and the ethical elements of Shakespeare's tragedies.

Essay—Studies from Carlyle and Emerson. Essay on Burns. Nature and Compensation. 31 students. Seniors and Juniors.

English Literature First Semester, 1906-1907. The work was based largely on the text From Milton to Tennyson, with some study of Romanticism of the Nineteenth Century. Studies from Milton, Thompson, Gray, Scott, Wordsworth etc. 30 students. Academic.

## **ART OF TEACHING LANGUAGE AND LITERATURE**

### **SECOND QUARTER, 1906-1907.**

This course dealt with the work of teaching these subjects in the grades. The last half of the quarter was devoted to the study, interpretation and classification of children's literature. 24 students. Seniors and Juniors.

**COMPOSITION—LITERATURE****SECOND SEMESTER, 1906-1907.**

Scott and Denney's text was used. A somewhat careful study of the paragraph and the topical thought.

Two practice themes per week were required and a final outlined and written theme.

Practice themes were required in Description, Narrative and Exposition. 17 students. Academic.

**GRAMMAR AND COMPOSITION****FIRST QUARTER, 1906-1907.**

The work was based on Gardner, Kittridge and Arnold's Elementary Composition and consisted mainly of practice Composition but with some study of formal grammar. 31 students. Junior Academic.

**SECOND QUARTER.**

Same as above course.

**THIRD SEMESTER.**

Same as above, with more work in formal grammar.

**AMERICAN LITERATURE**

This course dealt briefly with the early pre-revolutionary writing, and much more fully with the literature of America from 1820 down to the present. Special study was given to Bryant, Irving, Hawthorne, Emerson, Longfellow, Whittier and Lowell. Reading and written report on one novel. 27 students.

**REVIEW OF ENGLISH GRAMMAR**

THIRD QUARTER, 1906-1907.

A general review of technical grammar with a view to teaching it and a discussion of the essentials in grammar, and special work on sentence, structure and punctuation. 6 Students.

S. B. HURSH.

**MATHEMATICS**

During the year the following classes have been conducted:-

(1) Four classes in Elementary Algebra, accommodating about 140 students, and covering the usual work of the first year. Three terms each.

(2) One class in Algebra, accommodating 45 students, and completing nearly as much as the usual Freshman work in college. Three terms.

(3) One class in plane Geometry, accommodating 25 students, and covering the usual high school work. Three terms.

(4) One class in Solid Geometry, accommodating 6 students, and covering the usual high school work. One term.

(5) Two classes in Arithmetic, accommodating about 25 students. One term each.

(6) Two classes in professional Arithmetic, accommodating 29 students. These classes were for the especial benefit of students about ready to enter the field as teachers. One term each.

DAVID L. ARNOLD.

**HISTORY**

1st Quarter	American History (5) N.
	English History (14) N.
	Modern European History (29) A.
	Greek History (33) 9 10

2nd Quarter	History of the United States (15) N.
	Government of the United States (7) N.
	History of Modern England (17) A.
3rd Quarter	History of Rome (29) 9 10.
	History of Illinois, $\frac{1}{2}$ course (23) N.
	History for the lower grades $\frac{1}{2}$ course (22) N.
	History of Revolutionary Europe (5) A & N.
	American History (20) A.

In addition to the above work, I have been preparing a course of study for the eight grades—that is, as far as history is concerned. That piece of work is now nearly completed and will be ready for publication within two weeks. New courses have also been planned for History and Civics above the eighth grade, and a start has been made toward selecting books for the library for actual work in these subjects.

O. M. DICKERSON.

## GEOGRAPHY

The instruction in Geography during the past three quarters has been quite "out of the ordinary." Not until this year has much been done in the Art of Teaching Geography. Heretofore the work was more along academic lines. In harmony with the general spirit of the work, a good strong course, based upon Redway's New Basis of Geography, has been given to Juniors and Seniors. This work can be considered strictly *normal* work.

The work in Physiography has also been upon a new basis, occasioned by the use of the geographical laboratory.

The 3rd Quarter is the first in which Commercial Geography has been taught in this school as a differentiated study. Much interest has been taken in making a collection of illustrative material for this work, and a start has been made. The collections should be added to as fast as possible.

The lantern installed this year is especially valuable. No one piece of apparatus compares in utility with the lantern in geographical study. Our collection of slides should be increased, especially along the lines of commerce and industry.

Much use has been made of the stereoscope this year. Pupils from the Elementary School have made almost daily request for the few pictures that we have. The student teachers are beginning to realize the value of pictures in teaching geography.

A large number of pamphlets and gift pictures have been collected and are classified and at hand for use. Three large pictures of considerable worth have been contributed, two by the Union Pacific R. R. Co., and one by the German-American Coffee Co. These are upon the walls in the laboratory.

If geography is to be lifted above the formal grind that so often characterizes it, our students must leave the Normal School with some of the newer ideas of the use of pictures, the value of excursions, the use of maps and models, the value of the sand table, and a good bibliography of geographical books. The teacher has tried to accomplish some of these ends.

W. J. SUTHERLAND.

## PHYSICAL SCIENCE

### I. Elementary Science.

Twelve weeks' work with the "910's". Six weeks were spent in the study of astronomical facts and theories, and the work here was made to

correlate with the University Extension lectures by Prof. Moulton. Two members afterwards wrote essays on the lectures by Prof. Moulton and "made good" and were allowed to take the University examination.

The next six weeks they studied Elementary Chemistry by experiments. In this course many subjects were treated in a way which will be helpful in geography and future science courses. 94 students did this work.

## II. Physical Nature Study. For Normal students.

During the first six weeks we studied special subjects selected from Astronomy, Chemistry and Physics, it being the aim to spend the time on those subjects which a grade teacher ought to know, but subjects which the majority in the class had not had in a regular class here or elsewhere.

In the last six weeks we prepared an outline of subjects which could be taught in the various grades, and in many cases we discussed what should be taught, in what order and in what way. The students were also referred to a few of the best reference works on this subject. About thirty Juniors and Seniors took this work. (12 weeks).

## III. Physics. Milikan & Gale. Laboratory Manuals—Adams, and Nichols, Smith & Turton.

This year the class was made up largely of Seniors and Juniors with a few Academic students. During the first quarter, we studied Mechanics of Solids and Liquids.

Recitations were conducted three times per week and on the other two days the students performed experiments in the laboratory double periods. Each experiment was "checked up" by me and "written up" by the students. In a similar way the subjects of Heat, Electricity and Magnetism were studied during the second quarter, and Sound and Light during the third quarter.

Forty-five students started the work in two sections. Nearly all have continued the work for the year.

Our aim here is to cover the ground of High School Physics in much the same way as is done in our best four-year High Schools.

#### IV. Chemistry. Text: A Modern Chemistry. By Peters. Experiments by same author.

Owing to the fact that the Chemical Laboratory was not completed until the end of the first quarter, the chemistry class was not organized till the opening of the second quarter. At this time only a small number could take up new work and only ten students have taken the work this year. We have considered the important things in Elementary Chemistry and have made good use of our excellent Chemical laboratory. We have made a start in securing specimens for class work. A good working series of minerals is at hand. Samples of oil have been received from the Standard Oil Co. and we have sent for samples of materials from the Carborundum Company at Niagara Falls. It is our plan to secure other chemical products which would be of profit and interest to the students of Chemistry Physics or Nature Study.

I have also outlined a course in Physical Nature Study which could be used, with what Mr. Johnson has prepared on the Biological side, as a Nature Study course for the grades, and can be used as such in our Elementary school, or may be united with the Geography work as outlined by Mr. Sutherland.

J. P. DRAKE.

### BIOLOGY

There were 4 young men and 17 young women; 21 students in all.

The class completed the greater part of a text

containing about 540 pages, and did sufficient laboratory work to illustrate the most important subjects. Considerable field work was done, including most of the common plants upon the campus.

Text used, Bergen & Davis.

A note book was required.

The students analyzed some of the common wild flowers, using a key by the same author.

## ZOOLOGY

There were 3 young men and sixteen young women; 19 students in all.

The class completed a text of about 450 pages, and made dissections of the most important animals guided by a suitable laboratory manual, and aided by dissecting instruments. Difficult preparations were used as class demonstrations and were prepared by the teacher.

Text used, Jordan, Kellogg & Heath.

Manual, Colton, Part 2.

A note book was required of each student containing drawings and written description of animal studied.

## PHYSIOLOGY

There were 7 young men and 23 young ladies; 30 students in all.

The class finished a text of about 400 pages, and were assisted in the understanding of the subject by laboratory demonstration by the teacher, by the use of an articulated skeleton, models of the eye, ear and heart, and experiments in elementary chemistry which related to the subject under discussion. In some instances dissections were made to illustrate human anatomy.

Martin's Human Body was the text used.

**SPECIAL WORK**

During the Spring Semester, a course in Elementary Agriculture has been in progress. The students were required to make a diagram of the Soil Experiment Field, keep field notes and records as far as the work of the field progressed, make germination tests of the seeds planted on the plots, treat oat seed for smut, treat the seed corn for the corn-root-aphis and did the actual checking and planting corn. They were required to make estimates of materials and cost of putting tile drain in the Soil Experiment Field, keeping diagram and record. Before the clover plots were seeded samples of the clover seed were tested for germination and the percentage of foreign seeds mixed with the clover.

The Grain and Fertilizer Drill came to the department partly "knocked down." The dismounted parts were assembled and adjusted by the students and likewise the methods of operation were studied by the class.

Artificial fertilizers were investigated separately, as to their plant food value using illustrative samples in the laboratory, afterward these values were used as a basis of computation in mixing complete fertilizers for definite crops, as for example, corn, wheat and potatoes. They were required to calculate the several amounts of fertilizers to be applied upon the plots in the Soil Experiment Field. Each fertilizer for each plot was calculated and recorded separately, and so far as possible the students made the preparation for application by weighing out the separate amounts to be applied to each of the plots. (Our misfortune with the Ground Rock Phosphate prevented us from completely carrying out the plan in full.)

J. T. JOHNSON.

## READING

### PUBLIC SPEAKING—NORMAL.

A public speaking class was organized each quarter. There were five pupils the first quarter, twelve the second, and nine the third. The work was based on narrative and descriptive styles of literature, the oration, and one play of Shakespeare. The special aim of the work was to aid each pupil to become a distinct, natural speaker. Members of the class often read their selections in morning exercises, and one masterpiece oration contest was held during the second quarter. The work was on the whole very satisfactory, a number of the students were found to have more than ordinary ability, and through this class much interest in oratory was aroused in the school.

Texts—Cumnock's Choice Readings. Clark's How to Teach.

### READING—ACADEMIC

There were 29 pupils in this class the first semester, 28 the second. Common reading, articulation and pronunciation were the first things emphasized. Careful study was made of the different styles of selections—gayety, beauty, serenity, love; grand, sublime, reverential; oratorical; the purpose was to make the pupils see the necessity of giving each style its true vocal interpretation. In turn the pupils read before the class a simple narrative, and also presented several memorized selections. During the last six weeks of each semester, one Shakespearean play was read with portions dramatized. Each pupil reviewed extemporaneously one play, with the result that they were all better able to speak effectively from the platform.

Text—Cumnock's Choice Readings.

**READING—ACADEMIC**

This was one of the most interesting classes of the year. There were 29 pupils the first quarter, 28 the second, 22 the third. The aim of the work was to learn to love to read. Many short selections were committed and read before the class. During the first quarter the class dramatized and presented in morning exercises the "court scene" from the Merchant of Venice, and in the second quarter, Act III from Julius Caesar. The third quarter a different method was pursued. The first six weeks was spent in the study of short selections and an endeavor to discover the style of literature most pleasing to each individual. At the beginning of the second six weeks each pupil bought a book which had been carefully selected for him by the instructor and the librarian. Each pupil read his own and as many of his classmates' books as time permitted. The result of the experiment was very satisfactory, the pupils gaining a broader knowledge of literature than they would from the mere study of selections, and an incentive was given toward acquiring a personal library.

Text—Williams' Choice Literature.

SUSIE B. DAVIS.

**MUSIC**

The course offered to Academic students was of a preparatory nature.

Ear Training,

Rhythm work,

Elementary Theory,

Sight Reading,

Part Song Singing,

Rote Song Singing,

were the most important features of the work done.

During the year two Academic classes were organized, the first one beginning September 24th. This class had 26 members, and was composed of Academic students, and Normal students who had had no music training were allowed to work with this class.

The second Academic class was organized February 4th, with 20 members. At the close of the second quarter, seven left the class and eight entered it, and at the close of the third quarter there were still twenty members in the class. On the whole, it was the most satisfactory class in music during the year.

The course offered in Methods in Music consisted mainly of methods of presenting music to children, a careful study of a plan for eight years work and class teaching by the members of the class.

During the year two classes were organized to study Methods in Music. The first class was organized at the beginning of the second quarter, and consisted of 13 members. The second was organized at the beginning of the third quarter and had 12 members.

At least two-thirds of the director's time was spent in the Elementary School. The first and second grades recited once a day, and were taught many game, nature, occupation, devotional, patriotic and special exercise songs. The syllables of simple rote songs were taught by rote, and rhythm drills and tone pictures of familiar songs were given.

The third grade recited once a day and used the Modern Music Primer as a text book. The children were taught many rote songs not found in the text book, for the beauty and musical expression found in them.

Original songs were composed orally and a representation shown to the children.

The fourth grade recited once a day, using the First Book of the Modern Music Series as a text book. Much work not found in the text book was used in this grade also.

The fifth and sixth grades recited three times each week, using the Second Book of the Modern Music Series as a text book.

The seventh and eighth grades recited three times a week, using the Third Book of the Modern Music Series as a text book.

These grades made a special study of familiar characteristic songs and gave a program of them.

The children of the third, fourth, fifth, sixth, seventh and eighth grades gave as the closing day exercise an Operetta—"Boy Blue"

The Elementary School Orchestra was organized with eight pieces,—piano, two first violins, two second violins, flute, piccola and drum. The orchestra played on special occasions and for entertainments.

The Supervision work was done during the third quarter. Two students taught music, one in the third grade, the other in the fourth. Plans were made, studied and corrected by the director.

MAUD SHAMEL.

### MANUAL TRAINING

During the past year, one hundred forty four students have taken Manual Arts as a subject of study. Of these, forty-five were in the Normal School, sixty-five academic, and thirty-one 9 10.

Those in the Normal School made a study of the theory and scope of Manual Arts, the course of study and at the same time were taught simple woodwork together with a few problems that involved the use of cardboard, paper and textiles.

Students in the academy and 9 10 have followed a course in woodwork equivalent to courses outlined for first year high school work.

Projects made vary from a simple breadboard to a table, umbrella stand or piece of apparatus involving a large number of processes and bringing into use the various tools used in woodwork.

Students have been encouraged to use their own initiative in both design and construction. Each student in woodwork has made a collection of at least ten native or commercial woods; cut same to required size; found market value, use and general characteristics of each specimen.

Several articles have been made for school use — primary table, cupboards, apparatus for science work, models for class use.

Six students have taken courses in printing. Each student has had opportunity to become acquainted with the various processes necessary in the printing of a page of matter.

Between ninety and one hundred jobs of work have been printed during the past year, some requiring ten impressions while others required several thousand. Tickets, programs, dodgers, blanks, postcards, and folders with from three to eight pages with cover are representative of work done. In addition to above all letter-heads used by the school were printed.

LOUIS H. BURCH.

### FIRST YEAR LATIN

This course covered the study of the essentials of Latin grammar, the mastery of the declension and conjugations and the comprehension of sentence structure and the necessary rules of syntax. Special attention was paid to the acquirement of a working vocabulary, a knowledge of the most common Latin idioms and the derivation and composition of words.

The text used was Collar & Daniells' First Year Latin. It was very nearly completed this year.

The class consisted of twenty-one members.

**CAESAR**

Four books of Caesar's Commentaries were read. Practice in prose composition was based upon the text. We had much practice in sight reading and study of Roman Military customs and the history of the period.

The text used was Allen and Greenough's Caesar.

**CICERO**

Four orations of Cicero were read. The text used was Johnston's Cicero. The work extended over two quarters.

The class consisted of seven members.

The class took up the study of Virgil at the beginning of the third quarter, and read about two and one-half books.

Knapp's Virgil was used as a text.

**ALGEBRA**

The work in First Year Algebra extended over three quarters. About two hundred fifty-six pages of Fisher and Schwatt's Secondary Algebra were covered, including the fundamental operations, factoring, fractions, simple equations of one or more unknown quantities, Involution, Evolution and Surds.

There were twenty-seven members in the class during the first quarter, thirty-one during the second, and twenty during the third

MARTHA J. HANNA.

**NINTH AND TENTH GRADES**

Holders of Lindly Scholarships, other eighth grade graduates, and still other students of about the same grade, who had been recommended by their county superintendents, were assigned to the ninth and tenth grades of the Western Illinois

State Normal School. There were forty-five Lindley scholarships and forty-six others.

These people were divided into three sections in some subjects and into two in others. Academic students who had not completed the work assigned to the ninth and tenth grades were assigned to classes of these grades in such subjects as they had not completed. This made a total enrollment in some of these subjects of one hundred two students.

The first quarter Algebra, Greek History, English, and Elementary Chemistry were studied. The text in Algebra was Fisher & Schwatt's Secondary; in Greek History, Morey's Outlines; in English, Gardiner, Kittridge and Arnold. Various texts were used in Chemistry.

Algebra and English were continued the second quarter. Roman History took the place of the Greek. Any one of the following electives took the place of Chemistry: Music, Drawing, German, Latin and Manual Training.

Algebra and English continued the third quarter. The same electives were offered as in the previous quarter and students made up their list of subjects from these electives.

The Algebra work of the year practically covered through to Quadratics. Two sections recited with Miss Grote and one with Miss Hanna.

The English work was done in three sections. Each of these sections worked one quarter with Miss Davis, where the reading side was emphasized; one quarter with Mr. Hursh where the composition side was emphasized; one quarter with Mr. Bayliss or Miss Grote where the grammar side was emphasized.

Two sections of the History classes recited with Miss Grote and one with Mr. Dickerson.

Work in electives and in Chemistry was done by the regular instructors in those subjects.

Fully two-thirds of the students in these grades remained the entire year. The other third found it necessary to leave at the close of the winter quarter, but practically all of these expect to return next fall.

In January, at their earnest solicitation, a literary society known as the Amateurian Club, was organized for and by these students, with the help of Mr. Bayliss and Miss Grote. The purpose of this organization as set forth in its constitution was to secure the improvement of its members in English composition, oratory, and the usages of deliberative bodies. Weekly meetings were held. Good programs were given, and with very few exceptions these programs were carried out as originally prepared by the committee. All members were assigned to duty at regular intervals, so all had opportunity to serve and none were excused.

The usage of deliberative bodies was emphasized and business was conducted in a business like way. The work of the club was satisfactory and secured the desired results. A declamatory contest was given near the close of the school year. This compared favorably with the contests of the older societies. The Anniversary Program at the close of the year was exceptionally good and included a variety of exercises.

As a whole the work of the ninth and tenth grades has been strong and progressive and has shown that the Lindly Scholarship law will bring a good class of students to our normal schools.

CAROLINE GROTE.

### THE COUNTRY TRAINING SCHOOL

DISTRICT 56, McDONOUGH COUNTY.

The country training school in District 56, McDonough County, closed Friday, May 31, 1907. During the quarter ending on that day not much

has been done in the way of material improvement, but the training school side of the problem has developed considerably and without any special or conscious effort on our part, simply, as an out-growth of local interest. Early in March three country school directors of Hancock County visited the school to investigate the building, especially the basement and furnace. They seemed well pleased with the situation and have now begun the construction of a modern, sanitary building, much like ours. In April, three country teachers, two of McDonough county and one of Fulton county, made us a visit. They, too, seemed favorably impressed and planned to return with friends this fall. About fifty Normal school students have been out during the fair weather of the spring. The majority were brought out in classes, but many came of their own accord.

One factor of interest for the children during the spring months was the school garden.

The closing day exercises were well attended and much enjoyed by all. About sixty patrons, children and friends of the district were present. The older girls of the school with some assistance and direction served a two-course luncheon to all present. The program was then given and heartily received.

The work and developments of the year since September 17, 1906, are here summarized:

1. Purchased a clock and \$10 worth of needed materials.
2. Cleaned the well, put in a new pump, and built two new outbuildings.
3. Moved and turned the school building, built a basement, added windows, and window seat.
4. Papered and painted the interior.
5. Put in a furnace.
6. Painted much of the exterior. This was done by the children.

7. Removed an unsightly coal house, trimmed the trees, cleared away a dilapidated old fence, graded, seeded, and later, mowed the yard.

8. Put up a new mail-box and subscribed for a Chicago daily.

9. Rented a piano.

10. Put in work bench, made a book-case and got a few new books.

11. Put in fifteen new seats and two new pictures.

12. Raised a garden, planted some vines and shrubs and painted the outbuildings.

13. Graded and organized the school and accomplished a full year's work in spite of interruptions.

14. Took the children on excursions through a pottery, a tile factory, and the Normal school building.

15. Had a Christmas tree and a closing day program.

As teacher of the district, I wish to say in conclusion, that the year has been happy and successful beyond expectation. This has been owing largely to the energy, patience and loyalty of the directors. They have, at all times, shown themselves worthy of the great trust put in their hands by the people of the district and the Trustees of the Normal school. The school patrons, too, especially those having children in school, have done all in their power to contribute to these results, and, like the children, have, at all times, "stood by" the little Brickyard school.

MABEL CARNEY.

## THE LIBRARY

Since the opening of the school in September 1906, 1,086 volumes have been purchased and placed upon the shelves making the total number of volumes now in the Library 5,136. While the

greater part of the reference work is done in the Reading room during library hours, between 100 and 125 volumes are drawn daily by students for home use.

Besides the books sent to the elementary school for regular reference work, a school room library of 76 volumes was selected and sent to grades 7-8 to be used as reading books during the third quarter.

The Library subscribes for 78 periodicals, for three daily and one tri-weekly newspapers and the Macomb Weekly Journal is received regularly as a gift.

Ten seniors and one junior elected the course in Library economy which was offered during the third quarter and have completed the work.

MARGARET DUNBAR.

## FIRST HALF OF SUMMER QUARTER, 1907

### PSYCHOLOGY AND EDUCATION.

- 1 Course in Principles of Teaching—22 students.  
1 Course in Elementary Psychology—12 students.

Five general talks were given on the work, point of view, and curriculum of our Elementary School.

From four to six hours a day have been devoted to the development of a course of study for our Elementary School.

F. G. BONSER.

## PRIMARY METHODS CLASS

The class held twenty-nine sessions. The following is a summary of the work done:—

1. The special aims of the primary school.
2. The equipment of a primary teacher.
3. Materials needed in primary school and how to get them.
4. Methods in primary reading and spelling.
5. Writing.

6. Sense Training.
7. Examination of about fifty primary books to find characteristics of good books.
8. A study of games as a method of primary education.
9. The study of Mother Goose Rhymes with adaptations to primary uses.
10. A study of one hundred fables.
11. A study of phonics and a discussion of the place and value.
12. Picture study and its place in the primary school.
13. First Grade History—Home surroundings.
14. Nature Study.
15. First Grade Language.
16. Study of Tree Man as type of primitive life.
17. A discussion of reading and readers in the Second Grade.
18. Second Grade History—The Cave Man.
19. Eskimo and Indian types of primitive life.
20. Second Grade Language work and material.
21. Physical Training for lower grades.
22. The place of number work in the primary school.
23. Appropriate material for music and ways of music training when time is limited.
24. Primary manual training plans. Application to other work.
25. Language work for Third Grade—Norse Myth, Music and Drama.
26. Third Grade Geography—Home Industries.
27. Third Grade History—The Pastoral stage of life.
28. Book Day. An examination of about one hundred books as to their place in primary work.
29. Story telling as an art, with illustrations of kinds of stories suited to mothers' meetings.

CORA M. HAMILTON.

## ENGLISH

*Grammar:*—The elements of the sentence and the completion of the predicate. Parts of speech and the modifications of the same. Verbs strong and weak and the verb phrases showing limited inflection in English grammar.

*American Literature:*—A brief study of the Revolution literature. Special study of the following: Cooper, Irving, Bryant, Hawthorne, and Emerson. Themes and discussions of the selections (wholes) taken from each author.

*Art of Teaching English:*—Methods of teaching reading, phonic, word, and sentence method. Language in the grades. Oral and written composition. Arbitrary forms. Place of technical grammar.

*Study of the Drama:*—Brief History of the Drama. Study of one Greek play, Antigone, and two of Shakespeare's, Lear and Twelfth Night,—study of plot and action with each drama.

S. B. HURSH.

## ENGLISH 7. READING

During the first three weeks the work was based upon Cumnock's choice Readings. Emphasis was laid on the importance of "thought getting and thought giving" in good reading. Attention was given to clean enunciation. The twelve elementary sounds, as presented by Cumnock on pp. 16-30, were studied and much drill given upon them. Some time was given to the chapters on the distinct speaker and a little was given to vocal purity.

The last three weeks were given to a study of Shakespeare's Macbeth, the entire play being used. As a preliminary to this each member read one play of Shakespeare and told the story in class. Some attention was given to the simple essentials of a Shakespearean play.

LOIS COFFEY.

## MATHEMATICS

### COURSES GIVEN.

A course in methods of teaching arithmetic, for teachers already at work or soon to be at work. Attended by thirteen students.

A course in trigonometry, covering the usual work of the freshman class in college. The course must be continued during the second term. Attended by five students.

A course in modern arithmetic, dealing with problems of common economy;—e. g. the chicken business, keeping a cow, house-building, renting, banking, corporations, etc. Attended by twelve students.

A course in solid geometry, given to one earnest student who was especially anxious for such work.

DAVID L. ARNOLD.

## HISTORY

### FIRST HALF OF THE FOURTH QUARTER.

Four classes have been taught as follows:	
Elementary Civics, History 8.....	19
History 21.....	12
History 20 B.....	22
History 9, Economics.....	12
 Total,.....	 65

O. M. DICKERSON.

## PHYSICAL SCIENCE

### Course 22 A. *Nature Study.* (Physical)

In this class we studied subjects selected from Chemistry, Astronomy, Physics and Physical Geography, which are helpful to teachers of Geography and Nature Study.

Suggestive outlines for the Nature work in the

various grades were prepared and discussed in class.

Number of students in class—9.

Number of students receiving one-half of a Normal credit—8.

### Physics 2. *Mechanics.*

The work here does not differ essentially from that done in a good high school.

The class recited each day and did the laboratory work in the afternoon, working three afternoons per week from 1:45 to 4:00 o'clock. In this way, nearly all were able to do twelve weeks' work in the six weeks.

Text: Millikan & Gale.

Laboratory Manual—Adams.

Number of students in class—14.

Number of students receiving two-thirds Academic credit—11.

### Physics 3. *Magnetism and Electricity.*

These subjects were studied in the same way as described under Physics 2, (above) with same text.

Number of students in class—8.

Number of students received two-thirds Academic credit—5

Number of students receiving one-third Academic credit—3.

### *Elementary Chemistry.*

Recitations daily and one period daily in the laboratory.

Text—Peters.

Laboratory Manual—Peters.

Number of students in class—7.

Number of students receiving one-half Academic credit—6.

Number of students receiving one-third Academic credit—1.

J. P. DRAKE

### ELEMENTARY AGRICULTURE

In this class there were seven young men and ten young women, a total of seventeen students, nearly all of whom expect to teach next year.

The work which was done this term consisted in careful study of a text, *Agriculture for Beginners*, a close reading of a number of the best bulletins from the Experiment Station, and addresses found in the Report of the Farmers' State Institute, together with illustrative laboratory work.

### BOTANY

In this class there were eight young men and ten young women, a total of eighteen students.

The work in this class comprised the complete work of the regular Academic Botany covering a period of twelve of the eighteen weeks both in text and laboratory practice. The students came in the afternoon for laboratory work.

### ZOOLOGY

In this class there were six young men and six young women, a total of twelve students. The plan in this subject was to complete twelve of the eighteen weeks' work, in a similar manner to botany, as noted above.

J. T. JOHNSON

### ALGEBRA I

The members of this class had studied Algebra one year and were reviewing it for the purpose of teaching.

The texts used were Fisher and Schwatt's Secondary Algebra and Wentworth's Algebra.

A rapid review was taken from the beginning to Quadratics.

There were four members in the class.

## ALGEBRA II

This class took up the study of Algebra from the beginning and worked through Factoring. There were six students in the class.

The text used was Fisher and Shwatt's Secondary Algebra.

## FIRST YEAR LATIN

This class consisted of four members who had had some work in Latin and were reviewing it for the purpose of teaching.

Collar and Daniells' First Year Latin was the text used. A rapid review of the book has been taken, the aim being to prepare the student to teach the subject effectively.

MARTHA J. HANNA.

## REVIEW OF COMMON BRANCHES

### REVIEW ARITHMETIC.

The first two weeks were spent in strengthening weak places in the fourth, fifth and sixth grade work as outlined in the State Course of Study. The remaining four weeks were devoted mainly to the seventh year work. Much time was given to percentage, profit and loss, commission and brokerage, stocks and bonds, interest, banking business, commercial discount, insurance, and United States revenues. The book-keeping work was omitted but some attention was given to the metric system.

Thirty-eight students enrolled in this class, two-thirds of whom were in the class the full time.

No particular text was used. Many texts were consulted.

### REVIEW GRAMMAR.

The entire six weeks were devoted to the seventh year work. The Gowdy grammar was used as a text as it gives all the work suggested in the State Course of Study. Part I. of this text was satisfactorily covered. It includes the sentence and its essential element, the noun, the pronoun, the verb, verbals, the verb phrase, the adjunct, the conjunction, the adjective, the adverb, nouns and pronouns as adjective and adverbial adjuncts, prepositions and prepositional phrases, adjective, adverbial and noun clauses, and independent constructions. Sixty enrolled in this class. Two-thirds of them were in the class the full six weeks.

### REVIEW GEOGRAPHY.

The first two weeks were given to the third, fourth and fifth year geography of the State Course. The remaining four weeks were given to seventh year work and covered mathematical geography, the general atmospheric circulation and the study of North America, South America, and Eurasia by topical outline. No particular text was followed. Students were advised to consult many texts. Thirty-seven enrolled in this class. Three-fourths were in it the full six weeks.

### REVIEW PHYSIOLOGY.

The work in this subject given in the State Course of Study for seventh and eighth years was covered. This includes a general survey of the entire subject as taught below the high school. Some more advanced work was added. Many texts were consulted but none followed in particular. Fifteen students were in this class, most of them for the full time.

### GERMAN.

The majority of this class, seven in number, were first year German students, having had but six months' work. Some had had less. Two had had more. To accommodate this variety of preparation a little novelette by Heyse was selected as the basis of work. The title is L'Arrabbiata. The edition used is well arranged for class work. The story, followed by idiomatic particles, notes, exercises for retranslation, conversational exercises and vocabulary, furnished excellent and abundant material. Particular attention was given to the reading and the conversational work.

CAROLINE GROTE.

### MUSIC.

During this term three classes met daily. One class had thirteen members; one had eight members; and one had thirteen members; making altogether thirty-four students in the music classes.

The work done was elementary in character.

The first Reader of the New Educational Music Course was used as a text book. The songs in this book were at first taught by rote. Rhythm developed from them and the syllables and sight reading taught through their representation. The work was method and practice combined.

A course of study for eight grades was studied and the material carefully noted.

Ear training, original melody construction, scale drills, rhythm drills, keys, key signatures, time signatures, dynamic terms, major, minor and chromatic scale building, study of simple chords, and actual teaching of songs and exercises by the students were the most important features of the work.

In the elementary school, lessons were given three times a week as model and observation lessons for visiting students.

MAUD SHAMEL.

**REPORT OF THE ART DEPARTMENT**

Number of students enrolled: 183.

7:40 a. m. A Beginners class in Water Colors. Enrolled 24. Composed of primary and inexperienced teachers.

Work:—Color washes, simple landscape and flowers, applied design for tiles, book covers, programs.

8:30 a. m. Beginners class in Water color and Pencil Drawing. Enrolled 17. Composed mostly of young teachers.

Work:—Landscapes, flowers, objects, designs for book covers, textiles, floor coverings.

9:20 a. m. Advanced class in Pencil Drawing and Charcoal. Enrolled 15. Composed of teachers of some experience.

Work:—Color values, space relations, and composition, in landscape nature work, still life and design.

10:40 a. m. Advanced class in Water Colors. Enrolled 30. Composed of teachers of some experience.

Work:—Composition, space relations and color values; in landscapes, flowers, still life, applied designs for book covers, wall paper, tiles and programs.

10:30 a. m. Class in Blackboard Sketching. Enrolled 28. Composed of teachers inexperienced in Art work.

Work:—Rapid free hand sketching with crayon and charcoal for illustrating.

1:20 p. m. A class of beginners in Clay Work. Enrolled 22.

Work:—Modelling in relief from nature, vase forms, and pottery.

2:10 p. m. A class in Primary Construction. Enrolled 23.

Work:—Making simple objects suitable for

primary grades, processes, paper weaving, book marks, baskets, napkin rings. Weaving—rugs, hammocks, baskets of rattan and raffia. Stenciling.

3:00 p. m. A class in Blackboard Sketching.  
Enrolled 24.

JESSIE BUCKNER.

### MANUAL ARTS

During the six weeks, fifty-one students were enrolled. Of these, thirty-two took the Normal Course-Manual Arts No. 21, sixteen took the Academic Course and three—Miss Etta Knowles, Mr. Charles White and Mr. Henry Whitney were enrolled as special students and spent the greater part of the time in the shop.

Miss Knowles completed two work benches and a table for use in her country school.

Mr. White acted as assistant and helped to plan and build projects for use in this school. He completed some advance work in mechanical drawing.

Mr. Whitney completed 5 projects in wood-working, 10 in turning, 4 in Venetian Iron work, 2 in clay modeling and 1 project in leather.

He made 15 tracings and 10 plates in mechanical drawing and worked out a course in manual training for his use in high school next year.

LOUIS H. BURCH.

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### INCIDENTAL EVENTS OR WORK

The University Extension Lecture Course this year consisted of six lectures in Astronomy under the general title—"Other Worlds Than Ours," delivered by Prof. Forest Ray Moulton, of the University of Chicago. The first lecture was

delivered on the evening of November 26th, 1906, and the sixth

On the evening of December 3, 1906, Hon. John P. Hand, Justice of the Supreme Court of the state of Illinois, addressed the trustees, faculty, students and a large audience of friends of the school, in commemoration of the 88th anniversary of the admission of the State of Illinois into the Union of States.

In accordance with your directions at the meeting of the Board, held December 17, 1906. I have invited Dr. Evarts Boutell Greene, Dean of the College of Literature and Arts, and Professor of History in the University of Illinois, to deliver the annual address on the same date 1907, and I am pleased to report that he has consented to do so.

On the evening of the 11th of February, 1907, the Senior class, under the direction of Miss Davis, presented Goldsmith's "She Stoops to Conquer" very creditably.

Sunday afternoon, March 31, a chorus of students, under the direction of Miss Shamel, presented Stainer's "Crucifixion," to a large and appreciative audience.

Arbor and Bird Day, Memorial Day, and Flag Day were observed in a suitable manner by all departments of the school.

The Superintendent of Public Instruction, Hon. Francis G. Blair, addressed the school December 17, 1906, and July 11, 1907.

The faculty and students of the Summer quarter, attended in a body. the lecture of Booker

T. Washington, Principal of the Tuskegee Institute, at the Macomb Chautauqua, July 3, 1907.

The programs of graduation week were as follows:

1907

Friday, May 24.

Field Day, Under the direction of Miss Lamkin.

Friday, May 31.

Elementary School Day, Under the direction of Miss Hamilton and Miss Shamel.

Sunday, June 2, 2:30 p. m.

Principal's Address to the Class of 1907.

Monday Evening, June 3.

First Anniversary of the Amateur Club, Under the direction of Miss Grote.

Tuesday Evening, June 4.

Inter-Society Contest, Emersonian and Platonian Societies.

Wednesday Morning, June 5.

Junior Class Day.

Wednesday Afternoon, June 5.

Senior Class Day.

Wednesday Evening, June 5.

Junior Reception. Faculty Committee—Misses Davis, Shamel and Hanna.

Thursday Morning, June 6.

Fifth Graduation.

Thursday Evening, June 6.

Alumni Reception.

The program of graduation day was as follows:

*Prayer*

*Chorus*

"The Lord is Great"	Mendelssohn
	<i>Solo</i>
Selected	Miss Ruth Keefer
	<i>Address</i>
"THE TRAIL OF THE YANKEE"	HON. W. H. STEAD, Attorney General of Illinois
	<i>Chorus</i>
"The Heavens are Telling."	Haydn
	<i>Address</i>
To the Class of 1907 in behalf of the Trustees.	
	Hon. Louis H. Hanna, President.
	<i>Presentation of Diplomas.</i>
	<i>Song</i>
"The Purple and Gold"	Alumni and School.

### CLASS THEMES

Ellen N. Ahl: The Nature and Scope of Geography in the Elementary Schools.

Ethel V. Anderson: Need of Art Culture in our Schools.

Irma L. Cordell: Nature Study as a School Subject.

Lois K. Cordell: The Teacher as a Force in Community Life.

Ralph V. Cordell: Manual Training as a Means of Education.

Bert R. Dennis: Education as a means of Highest Citizenship.

Jessie L. Fisher: Kindergarten Principles Applicable to the Grades.

Alvaretta Foster: Greek Ideals Worthy of Present Day Study.

Florence D. Frisk: The Origin, History, and Educational Value of the Kindergarten.

Blanche L. Fulkerson: Booker Washington as a Force in the Making of a 'New South.'

E. Grace Griffith: Contemporary Problems in American Education.

Olive J. Johnson: The Fairy Tale in the Education of the Child.

Jana Morey: The Educational Value of Play.

Arthur L. Odenweller: Taxation, Inheritance and Income Taxes as Sources of State Revenue.

Bertha M. Purdum: The Life and Work of William T. Harris.

Mabel E. Thompson: The Study of 'Emmy Lou' from a Pedagogical Standpoint.

Mabel E. Walker: The School as a Social Factor.

Earl D. Walters: The Education of our Boys.

Mary B. Watson: The Pedagogy of Jesus as shown by His Illustrations and Teachings.

Charles E. White: The Place of the Useful Arts in the School Curriculum.

Mary June Woods: Physical Training and its Place in the School Curriculum.

Minnie M. Worrell: The Changes in our Elementary Schools Resulting from the Industrial Development of the Last Twenty-five Years.

Two phases of our work stand out with special prominence in this year's record,—first,

### OUR ELEMENTARY SCHOOLS.

The chief objective point of this year's work was the development of the elementary school. A Normal School cannot be "built up." It is not a monument or a building. It is much more like a tree in its development. It grows. Moreover,

the heart of the Normal School is its elementary school. If that be right and rightly related to the whole system, the Normal School is likely to be right. Knowing this, not only the Director of the Training and the training teachers, but all other instructors whose work has to do with the teaching process have given much time and their chief thought to that branch of the school. I believe they have made decided progress, and that next year we may expect with some confidence much more definite and tangible results in training than heretofore it would have been reasonable to expect. It should also be kept in mind that an integral and important factor in that part of the organization is

#### OUR AFFILIATED COUNTRY SCHOOL.

This experiment has progressed faster than and somewhat beyond my expectations. A detailed statement of what has been done is given elsewhere in this report by Miss Carney, the training teacher in charge. I believe it will be entirely practicable to use this school systematically and to considerable advantage next year as a model and for training purposes. In this connection, it should be reported, perhaps, that we are planning as a result of conference with county superintendents in this part of the state, to organize next year a special class for the benefit of young teachers who are preparing especially to teach in the country schools. To this class will be admitted any holder of a second grade teacher's certificate, and others who may be especially recommended

by their county superintendents. The instruction will be based upon the State Course of Study and supplemented by quite elementary pedagogy calculated to meet the needs of this class of teachers so far as they vary from those of all elementary teachers, as well as systematic observation and some practice teaching in our affiliated country school. By this means we expect to make a nearer approach to the redemption of the special pledge of the founders of this school. Second,

### OUR EXPERIMENT STATION

The Senior year book for 1907 contains under the date April 6, the laconic statement—"Mr. Hopkins, of Urbana, arrives." The Mr. Hopkins referred to is the distinguished Professor of Agronomy in the College of Agriculture in the University of Illinois. The purpose of his visit was to examine the ground assigned by your committee for the soil experiments, under the direction of Mr. Johnson, and to establish a co-operative experiment station on our campus. It is too early to hope to record the first year's work, nor do we expect there will be much, if anything, of value to report this year. I wish, however, to record here the plan, which is the beginning of a story which will continue for a number of years and from which may be expected a distinct contribution to educational methods and possibly to practical agriculture in Western Illinois.

The Western Illinois Normal Soil Experiment Field is located in the northwest corner of the campus on the S. E.  $2\frac{1}{2}$  acres of the S. E. 10 of the N.

E. 40 of the N. W.  $\frac{1}{4}$  of Section 36, Twp. 6 N. R. 3 W. of the fourth principal meridian.

The Soil Experiment Field is on a type of soil known as gray silt loam, natural timber land, and is nearly level, situated in the Upper Illinois Glaciation. The gray silt loam represents a large area of soil in the Upper Illinois Glaciation, but not nearly so large an area as the brown silt loam type. It is part of the general plan to have an experiment field upon the brown silt loam somewhere upon representative land in the near future.

The Soil Experiment Field is co-operative and is conducted by the University of Illinois through its College of Agriculture and Experiment Station, and the Western Illinois State Normal School through its Department of Biology and Agriculture. Prof. Cyril G. Hopkins, chief in Agronomy and Chemistry, who is recognized as an authority in the fertility of soils, prepared the plans to be used in conducting the field experiments. The Normal School, as its share of the responsibility, takes full charge of the field operations implied in the plans. Such co-operation provides for both scientific and educative values in the work and it is proposed to make the results as far-reaching as is possible. Not alone to teachers, and prospective teachers will it be valuable, but as well to persons now engaged in agricultural practice, and to those persons who are not actively engaged in such practice, but are interested in agricultural methods and results. The Soil Experiment Field, its methods, results and records, are designed to be useful to

all interested persons who are invited and always welcome to visit the field at their pleasure and convenience.

In order that the plans may be of greatest service the details are given in the following paragraphs as a guide to those who wish to observe the field operations and investigate the results of the experimental work. It is suggested, since this year is the beginning one, it is not possible to conduct the field work in the regular way and the results of this year are not to be thought to be as trustworthy as in succeeding years. For instance, it is proposed to grow winter wheat in the rotation, but since the experiment field was not available till this spring, the only alternative was to substitute spring wheat in order that the crops in the rotation might be represented. However, it is to be borne in mind that the general aim is to ascertain what this type of soil is capable of yielding under known conditions, and that yields, though small, having comparative values are quite as important as large yields without such values.

The experiment field is divided into forty (40) plots, each one rod square, and each surrounded by a protecting border one-quarter rod wide. The plots are arranged in two divisions, separated by a sod strip one and one-half rods wide and bordered by sod strips two rods wide on the east and west and one and one-quarter rods wide on the north and south.

The individual plots are numbered from 1 to 5 from west to east, and the series of five plots each from 100 to 800 from north to south. In this way

three figures will give at once the exact location of any plot. Thus, plot 503 is the middle plot in the north series of the south division. Plot 805 is the southeast corner plot of the south division.

The four series of the north division are devoted to a system of grain farming in which the humus and the nitrogen are to be maintained by plowing under legume crops and the residues of other crops, such as the stalks of the corn crop, and possibly the straw from the oat and wheat crops, and all of the clover crop except the seed; also, the four series of the south division are devoted to a system of live stock farming in which the crops are all removed from the land, including the corn stalks, straw, and clover hay, while farm manure is to be returned in proportion to the crops produced.

The treatment for the north division of plots is as follows:

Plot No. 1—No treatment.

Plot No. 2—Legume treatment (turning back to the soil everything grown upon the land excepting grains and clover seed).

Plot No. 3—Legume, lime.

Plot No. 4—Legume, lime, phosphorus.

Plot No. 5—Legume, lime, phosphorus, potassium.

For the south division is the following treatment:

Plot No. 1—No treatment.

Plot No. 2—Manure.

Plot No. 3—Manure, lime.

Plot No. 4—Manure, lime, phosphorus.

Plot No. 5—Manure, lime, phosphorus, potassium.

For each division is to be maintained the following four-year rotation:

First year corn.

Second year oats.

Third year wheat.

Fourth year clover.

The rotation applies to each of the four series in each division and because there are four series in each division it is possible to have each crop represented every year and by having two divisions each crop is grown in duplicate.

In starting the work corn is put on series 100 and 500; oats on series 200 and 600; spring wheat on series 300 and 700: and clover seeded without a nurse crop on series 400 and 800.

The fertilizer is applied only on the exact square rod, but the crop to be grown is planted on both the plot and the protecting borders. Thus, in planting the corn on series 100, on each plot there are seven hills square with three (3) feet 3 3-5 inches between the hills each way, and the exact plot line lies half way between the outside row and the next row inside. This provides for a wide middle between the two corn rows growing on the division strip between plots one and two and in all similar places.

The border rows around the plots will be harvested and removed, but as a rule will not be weighed. As a regular practice only the plot rows will be weighed and recorded.

In planting series 200 and 600 the oats are drilled across the entire strip,  $1\frac{1}{2}$  rods wide. At harvest time the oats growing on the borders around every plot will be harvested first and removed, then the plots proper will be harvested, removed, weighed and recorded. In seeding the oat plots, a 5-hoe drill, making drills 8 inches apart, is used. Five times across the plot makes 192 inches between the outside drill rows, while the plot is 198 inches. In other words the outside drill rows are within 3 inches of the plot line. One drill width is seeded on the borders for protection. This leaves an unseeded strip through the middle of each division strip about 40 inches wide.

For the initial application of fertilizers, manure is applied at the rate of 8 tons per acre on series 500; 6 tons to the acre on series 600; 4 tons to the acre on series 700; and 2 tons to the acre on series 800. For the next three years 8 tons are to be applied to each acre on the series where clover is to be plowed under for corn and always afterward the manure is to be applied on the clover ground to be plowed for corn, but at the rate in proportion to the crops which have been produced upon the plot during the preceding four years and apply manure in quantity equal to the air-dried weight of the total crops produced. It is easily practicable to produce that proportion of manure in a live-stock system of farming, even where some grain is sold. It is to be expected, of course, that wheat and clover seed and possibly some corn and oats will be sold from live stock farms.

For phosphorus on plots 4 and 5, initial applications of one ton to the acre of rock phosphate were made on series 100 and 500; 1,750 pounds to the acre on series 200 and 600; 1,500 pounds on series 300 and 700; 1,250 pounds on series 400 and 800. Afterwards 1,000 pounds of rock phosphate are to be applied to the clover ground to be plowed under for corn.

For potassium on plot 5 initial applications of 400 pounds to the acre of kainit were made on series 100 and 500; 300 pounds to the acre on series 200 and 600; 200 pounds to the acre on series 300 and 700; and 100 pounds to the acre on series 400 and 800. After the first year 400 pounds to the acre are to be applied on the clover ground and the clover, kainit and phosphate are to be plowed under for corn.

For lime initial applications of one ton to the acre of ground limestone were applied on series 300 and 700;  $\frac{3}{4}$  of a ton on series 400 and 800;  $\frac{1}{2}$  a ton on series 100 and 500;  $\frac{1}{4}$  of a ton on series 200 and 600. Afterward each year one ton to the acre is to be applied on the land after the oat stubble has been plowed for wheat, working the limestone into the surface soil in the preparation of the seed bed for wheat for the special benefit of the clover which is to be seeded for the following spring. Kainit is used instead of other potassium salts for its stimulating effect rather than for the element potassium, since there is furnished naturally in the soil a sufficient supply of the element.

Permanent gas pipe stakes, fourteen in number, are set in the exact line of the outer plot lines,

and exactly one rod from the corner of the plot proper. These gas pipes are  $1\frac{1}{2}$  inches in diameter and thirty (30) inches long, and they are set down so that the top of the stake comes just to the level of the surface of the ground so a mower may be run over them. In addition to these permanent stakes, other temporary stakes are placed to aid in determining the exact plot lines when seeding and harvesting." (J. T. JOHNSON.)

In closing this review of the year's work, I wish to express my appreciation of the fine spirit of co-operation which has characterized our teachers, and the student body, and my sincere thanks to the Board of Trustees for their uniform and unanimous confidence, and support of our combined efforts to do the work assigned us in a workman-like way.

ALFRED BAYLISS,  
Principal.

## REGISTER 1906-1907.

## GRADUATES

1903

Name	Post Office
McAdams, Maude D.	Lima
Zuck, Ora M.	Savanna—2

1904

Black, Margaret G.	Industry
Dodds, Tessa	Macomb
Gainer, Eleanor	Monmouth
Hoskinson, Helen M.	Macomb
Jones, Katherine	Canton
Kimlin, Grace	Quincy
Murphy, Mary E.	Moline
Nelson, Flora B.	Lafayette
Shannon, Ruth A.	Macomb
Shipp, Mary E.	Macomb
Simmons, Mary Perle	Farmington
Smith, Nellie L.	Macomb
Warnock, Janett	Moline
Weatherhead, Louesa	Barstow
Williams, Clarence R.	Macomb
Yager, Edna	Moline—16

1905

Adams, Martha F.	Quincy
Bell, Lucy	Macomb
Bly, Myrtle A.	Macomb
Bonham, Rinna	Macomb
Bugg, J. Wesley	Macomb
Dahlheim, Lydia	Moline
Foster, Alena B.	Macomb
Green, Pansy	Tennessee
Hamilton, Edith B.	Bushnell
Irvine, M. Louise	Monmouth
Johnson, Alice H.	Rushville

Mame	Post Office
Keener, Oro S.	Macomb
Kirkpatrick, Bessie	Macomb
Legere, Beulah	Macomb
Love, Glade	Table Grove
McGaughey Fannie B.	Macomb
Miller, Mae R.	Gladstone
Moore, Ellsworth	Ambrose
Mustain, Leland G.	Macomb
Parks, Dollie	Astoria
Parks, Ethel M.	Macomb
Shields, Eugene C.	Summum
Simmons, Margaret	Blandinsville
Smith, Grace M.	Macomb
Sundine, Christine	Moline
Swanson, Amy	Plymouth
Swanson, Minnie	Plymouth
Wilson, Mary A.	Piasa—28

1906

Anderson, Mattie	Moline
Birdsall, Grace	Good Hope
Brown, Mertice	Roseville
Burns, Josephine	Macomb
Carlson, Florence M.	Moline
Chandler, Lucy	Macomb
Crain, Maggie	Macomb
Deems, Edith	Macomb
Delbridge, Alverdah	Table Grove
Edmonston, Belle	Layton
Foley, Vera J.	Macomb
Fox, Charles	Macomb
Gill, Bessie	Macomb
Griffith, Maude	Macomb
Gunn, Thyra	Quincy
Gustin, Harry	Macomb
Hoagland, Henry E.	Prairie City
Jarvis, Mary	Colchester
Jones, Lena	Macomb

Name	Post Office
Kirkpatrick, Clara	Macomb
Knowles, Etta	Macomb
Lewis, Mabel R.	Brooklyn
Litchfield, Frank	Astoria
Long, Flossie	Macomb
McGaughey, Florence L.	Macomb
Melvin, Bessie S.	Sciota
Melvin, Mae	Sciota
Mills, Blanche	Macomb
Odenweller, Claude B.	Frederick
Ratekin, Eva	Swan Creek
Roark, T. L.	Macomb
Sullivan, Nettie	Macomb
Tipton, N. Pearl	Macomb
Twyman, Nancy	Macomb
Van Winkle, Edith A.	Avon
Williams, Ruth	Galva
Wycoff, Delia	Laura—37

1907

Ahl, Ellen N.	Moline
Anderton, Ethel V.	Macomb
Cordell, Irma L.	Macomb
Cordell, Lois K.	Macomb
Cordell, Ralph V.	Macomb
Dennis, Bert R.	Macomb
Fisher, Jessie L.	Macomb
Foster, Alvaretta	Macomb
Frisk, Florence D.	Moline
Fulkerson, Blanche L.	Macomb
Griffith, E. Grace	Macomb
Johnston, Olive J.	Rushville
Morey, Jana	Macomb
Odenweller, Arthur L.	Frederick
Purdum, Bertha M.	Macomb
Thompson, Mabel E.	Macomb
Walker, Mabel E.	Macomb
Walters, Earl D.	Macomb

Name	Post Office
Watson, Mary E.	Macomb
White, Charles E.	Macomb
Woods, Mary June	Macomb
Worrell, Minnie M.	Macomb—22

## Whole Number 105

## STUDENTS

September, 1906—August, 1907

Name	Post Office	Credits
Benitez, Francisco	Pagsanghan, P. I.	11 $\frac{1}{3}$
Cordell, Ralph V.	Macomb	24
Cordell, Vail R.	Macomb	12
Crabb, Carl R.	Macomb	8
Dennis, Bert R.	Macomb	24
Dunsworth, Ebert R.	Macomb	
Ellis, John Luther	Macomb	8
Head, Glenn L.	Macomb	
Lantz, Cyrus W.	Brooklyn	
Mackey, William H.	Macomb	9
McCall, Frank S.	Macomb	12
McCaughey, Scott	Macomb	4 $\frac{1}{3}$
McConnell, Wallie	Mt. Sterling	12 $\frac{2}{3}$
McMullen, Arthur	Mendon	6
Odenweller, Arthur L.	Frederick	24
Osias, Camilo	Balavan, Luzan, P. I.	14
Paz de la, Fabian	San Fernando, Pom-panga, P. I.	9
Rexroat, Herman	Macomb	5
Rocha, Zacarias	Tagbilaran, Bohol, P. I.	11
Stewart, Justin	Tennessee	4
Taylor, Ward H.	Avon	12
Teodora, Jose	Bay, Laguna, P. I.	12
Terrill, Earl	Colchester	4
Thompson, Arthur	Macomb	20 $\frac{1}{2}$
Torrefranca, Cirilo	Figbanan, Ilio, P. I.	11

Name	Post Office	Credits
Walters, Earl D.	Macomb	24
White, Charles E.	Macomb	24
—27		
Ahl, Ellen N.	Moline	24
Anderton, Ethel V.	Macomb	24
Balfour, Nina	Augusta	3
Banfill, Lois	Bushnell	13
Baxter, Annette	Astoria	12
Bennett, Mary A.	Macomb	12
Berry, Bessie	Plymouth	12
Black, Junia	Macomb	10
Bly, Grace	Macomb	
Bowen, Lottie	Macomb	4½
Bovey, Alta	Macomb	3
Burnham, Lenora	Macomb	1
Butterfield, Hazel	Macomb	12
Campbell, Nelle M.	Blandinsville	11
Chant, Ethel E.	Stronghurst	4
Cordell, Eula E.	Macomb	
Cordell, Irma	Macomb	24
Cordell, Lois K.	Macomb	24
Crabb, Ella	Macomb	1
Crume, Grace	Blandinsville	
Darke, Ursula	Macomb	12
Delbridge, Ruby J.	Colchester	3
Dewey, Mrs. Ida C.	Macomb	
Doran, M. Anna	Tennessee	12
Fisher, Helen	Macomb	
Fisher, Jessie L.	Macomb	24
Fisher, Susanne	Macomb	1
Foster, Alvaretta	Macomb	24
Frisk, Florence D.	Moline	24
Fulkerson, Blanche L.	Macomb	24
Gilfry, Garnet	Macomb	11
Gill, Ruth	Macomb	
Griffith, E. Grace	Macomb	24

Name	Post Office	Credits
Gustin, Cordie	Macomb	11
Guthrie, Nora	Pleasant Hill	1
Johnson, Olive J.	Rushville	24
Justus, Ethel C.	Macomb	6 $\frac{2}{3}$
Kidd, Lilace M.	Astoria	12
Ledgerwood, G. A.	Macomb	
Luman, Jessie A.	London Mills	2
Luman, Vera L.	London Mills	1
Main, Chloe	Macomb	13
McGinnis, Stella	Toulon	3
McIlhenny, Harriet A.	Macomb	
McIlvaine, Clarice	Bushnell	12
McIlvaine, Ethlyn	Bushnell	9
Miller, Cora M.	Aledo	4
Morey, Jana	Macomb	24
Musson, Beryl	Colchester	12
Nolkemper, Henrietta	Pittsfield	12
Norman, Bernice A.	Kirkwood	11 $\frac{1}{3}$
Norman, Emma	Keokuk	10
Norton, Ethel M.	Macomb	5
Pennebaker, Anna	Macomb	6
Purdum, Bertha M.	Macomb	24
Rice, Florence	Macomb	12
Riggs, Lena M.	Kirkwood	3
Rigney, Nellie	Adair	
Robertson, Lucy	Macomb	12
Robinson, Nannie	Plymouth	
Roe, Amy L.	Knoxville	12
Ruddell, Bessie	Tennessee	1
Scott, Lucille R.	Macomb	9
Smith, Lucy L.	Macomb	11
Sullivan, Grace	Macomb	12
Swayze, Armina	Macomb	22
Swigert, Blanche B.	Rapatee	11
Thompson, Mabel	Macomb	24
Thompson, Olive F.	Macomb	4
Tunnicliff, Louise	Macomb	7
Van Antwerp, Maude L.	Vermont	12

Name	Post Office	Credits
Walker, Mabel E.	Macomb	24
Watson, Mary	Macomb	24
Wiggins, Nora	Plymouth	12
Williard, Merle	Bowen	
Wilson, Sylvia	Colchester	12
Woods, June	Macomb	24
Worrell, Minnie M.	Bowen	24
Wyne, Margaret R.	Macomb	7½
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## ACADEMY

Barclay, William A.	Macomb	17½
Decker, J. Elbert	Colchester	
DeWeese, Arthur	Industry	14½
Eyman, Ralph L.	Golden	17
Gilliland, Samuel	Nauvoo	9½
Horton, Jesse	Macomb	7½
Keeling, Jesse	Macomb	21½
Kettron, Henry	Macomb	11
Kirkbride, Karl	Macomb	
McGann, Harry	Macomb	7½
McLain, Ernest S.	Industry	13
McMillan, T. Howard	Macomb	20½
Morrow, W. Ray	Quincy	17½
Murphy, Vern W.	Good Hope	16½
Pierce, Clyde	Huntsville	10½
Rexroat, Louis C.	Macomb	
Rigsbee, Harry B.	Brooklyn	19½
Ruffner, Jay S.	Macomb	8½
Short, James B.	LaMoille	22½
Walters, Prentice	Macomb	16
Wisherd, Arthur L.	Macomb	20
—21		
Aneals, Pearle	Fowler	9
Arnold, Louise	Macomb	16
Ausbury, Goldie	Adair	14½
Baer, Mary S.	Adair	18½
Baer, Susanna E.	Adair	15
Blythe, Mary F.	Dahinda	17½

Name	Post Office	Credits
Bobbitt, M. Elosia	Adair	13
Braden, Myrtle T.	Beardstown	12
Buckley, Verna	Macomb	4
Chadderdon, Hazel	Adair	
Chandler, Blanche	Adair	16 $\frac{1}{3}$
Conner, Minnie	Adair	15 $\frac{1}{3}$
Coyner, Myrtle	Macomb	11 $\frac{1}{2}$
Craig, Lucy	Macomb	15
Davis, Alice	Roseville	14
Dunn, Nellie F.	Plymouth	21
Ellis, Flora	Macomb	16
Elwell, Reba O.	Macomb	23
Foster, Beatrice	Macomb	17
Fowler, Maud	Brooklyn	19 $\frac{1}{3}$
Hoelscher, Esther L.	Brooklyn	22 $\frac{1}{2}$
Hoelscher, Viola B.	Brooklyn	21 $\frac{1}{2}$
Hollar, Stella M.	Colchester	19 $\frac{1}{3}$
Humberd, Nora	Sciota	15 $\frac{1}{3}$
Hushman, Frances	Moline	
Jebb, Martha	Monmouth	14 $\frac{1}{2}$
Kessler, Lulu	Stronghurst	20 $\frac{1}{3}$
Koontz, Goldie	Macomb	9 $\frac{2}{3}$
Kreuter, Katie	Industry	
Leighty, Belle	Macomb	11 $\frac{1}{3}$
Lewis, Mary B.	Macomb	21 $\frac{2}{3}$
Martin, Selma	Gerlaw	14 $\frac{1}{2}$
Matheny, Carrie B.	Industry	
McCormick, Ora	Vermont	1 $\frac{1}{3}$
McGaughey, Julia	Viola	
McKelvie, Celesta	Littleton	12 $\frac{2}{3}$
Michaels, Mary	Media	13 $\frac{1}{3}$
Milan, Mrs. Margaret	Galesburg	
Miller, Nellie E.	Macomb	21 $\frac{1}{3}$
Miner, Mary E.	Adair	22 $\frac{1}{3}$
Mitchell, Kathryn	Lincoln	
Murphy, Beulah	Bardolph	7 $\frac{1}{2}$
Powell, Martha	Plymouth	12
Reeder, Frances	Quincy	4

Name	Post Office	Credits
Rexroat, Florence	Macomb	5 $\frac{2}{3}$
Roche, Catherine	Raritan	12
Sale, J. Luella	Geneseo	21 $\frac{2}{3}$
Sallee, Lucy	Gerlaw	12
Shields, Ruth H.	Macomb	20 $\frac{2}{3}$
Strickland, Anne	Macomb	6
Strickland, Louise	Macomb	6
Strickland, Mary	Macomb	6 $\frac{2}{3}$
Sullivan, Josephine	Macomb	9
Suttle, Ethel M.	Macomb	19 $\frac{2}{3}$
Walton, Ethel	Browning	20
Wayland, Lillie M.	Macomb	16 $\frac{1}{3}$
Welch, Garnette	Macomb	16
Welch, Gertrude	Macomb	16
Yaap, Minnie	Macomb	
Yeast, Gertrude	Macomb	17 $\frac{1}{3}$
—60		

Anderson, Dale	Swan Creek	$\frac{2}{3}$
Anderson, George	Good Hope	
Brooking, Melvin R.	Macomb	7 $\frac{2}{3}$
Brown, Ernest	Macomb	4 $\frac{1}{3}$
Browning, Russell H.	Chambersburg	7 $\frac{2}{3}$
Calvert, Clyde	Macomb	3 $\frac{1}{3}$
Campbell, Francis	Ursa	5
Carmer, Glenn F.	Roseville	2 $\frac{2}{3}$
Damron, Harold	Macomb	5
Dungan, Claude	Port Byron	
Earls, Orral D.	Fandon	8
Flack, Earl	Macomb	6
Gard, Lloyd	New Canton	6
Gustafson, Clarence	Altona	2
Hamilton, Ray H.	Bushnell	4 $\frac{1}{3}$
Hellyer, Glee	New Philadelphia	7 $\frac{2}{3}$
Hoyt, Guy M.	Good Hope	5 $\frac{1}{3}$
Knoedler, Fred	Blandinsville	5
Leighty, Elbert M.	Vermont	7
Litchfield, Fred	Adair	$\frac{2}{3}$

Name	Post Office	Credits
Long, Joseph R.	Ripley	6 $\frac{2}{3}$
McClure, Herbert	Winchester	$\frac{2}{3}$
McCormick, Ray	Havana	5 $\frac{1}{3}$
McLean, Harold	Macomb	6 $\frac{2}{3}$
Miner, A. Burns	Table Grove	6 $\frac{1}{3}$
Moore, Claud	Bluff City	
Morton, Roy A.	Golden	8
Perry, Sumner	Swan Creek	8 $\frac{2}{3}$
Pickenpaugh, Guy	Camden	7 $\frac{1}{3}$
Pollock, Don	Astoria	7
Porter, Audrey D.	Good Hope	3
Reynolds, Walter	Golden	6
Rice, Carl Epler	Richfield	5 $\frac{1}{3}$
Richardson, Milgar J.	Camp Point	8
Ruebush, George	Sciota	2 $\frac{2}{3}$
Ruebush, Walter	Sciota	7 $\frac{2}{3}$
Sallee, Roy M.	Gerlaw	8
Schleich, Raymond L.	Fairview	8
Salisbury, George	Astoria	8
Simpson, Stanley G.	Augusta	6
Smith, Carl	La Prairie	5 $\frac{1}{3}$
Smith, Harry V.	Alexis	8
Smith, Lester C.	Marietta	8
Sorenson, Alfred	Gerlaw	8
Spangler, Earl R.	Bushnell	8
Stookey, William B.	Macomb	4
Switzer, Ralph	Macomb	6
Taylor, Roscoe	Adair	3
Thomson, M. Ray	Adair	3 $\frac{1}{3}$
Thorpe, Olonzo W.	Macomb	2 $\frac{2}{3}$
Timmons, Clarence	Macomb	
Watson, Warner A.	Macomb	11
Welch, Homer	Colchester	6 $\frac{1}{3}$
—53		
Adkisson, Leola H.	Roseville	7 $\frac{2}{3}$
Barnes, Edna	Raritan	7 $\frac{2}{3}$
Brown, Birdie	Roseville	4 $\frac{1}{3}$

Name	Post Office	Credits
Beckner, Mary Ruth	Swan Creek	9
Brokaw, Gertrude	Stronghurst	5 $\frac{2}{3}$
Camp, Mabel	Macomb	2
Chant, Ruth E.	Stronghurst	9
Davis, Clara P.	Gerlaw	9
Dugan, Mary	Chambersburg	6
Edmonston, Faye	Rushville	8
Flinn, Bertha P.	Pittsfield	3 $\frac{2}{3}$
Foster, Ella R.	Galesburg	8 $\frac{2}{3}$
Fullmer, Lena M.	Macomb	3 $\frac{1}{3}$
Graham, Nellie	Macomb	8 $\frac{2}{3}$
Gray, Nellie	Littleton	6 $\frac{2}{3}$
Guthrie, Grace A.	Pleasant Hill	2 $\frac{2}{3}$
Hagerty, Josie	Roseville	4 $\frac{1}{3}$
Hunt, Bernice	Macomb	2
Hursh, Louva	Macomb	8
Johns, Sarah	Paloma	5 $\frac{1}{3}$
Landis, Verna	Macomb	$\frac{2}{3}$
Laughlin, Lucille	Marcelline	9
Lawyer, Ilda	Macomb	8
Lofftus, Emma	Swan Creek	7
Long, Tessa L.	Ripley	5 $\frac{2}{3}$
McDonald, Gertrude	Macomb	8 $\frac{2}{3}$
McMillen, Eva M.	Macomb	8
Murrell, Eva	Macomb	
Murrell, Lena	Macomb	
Myers, Margaret	Birmingham	
Payne, Garnet	Industry	8 $\frac{2}{3}$
Pelley, Mabel	Macomb	4 $\frac{2}{3}$
Purdum, Ninah M.	Macomb	7 $\frac{2}{3}$
Reid, Margaret Bertha	Macomb	5 $\frac{2}{3}$
Robinson, Pearle V.	Colchester	5 $\frac{1}{3}$
Routh, Jessie F.	Herman	8 $\frac{1}{3}$
Sallee, Frances	Gerlaw	8 $\frac{2}{3}$
Shires, Effie	New Boston	3
Simmons, Mattie	Macomb	8 $\frac{1}{3}$
Simpson, Mabel	Augusta	4
Stookey, Jessie	Macomb	4 $\frac{1}{3}$

Name	Post Office	Credits
Strickland, Jessie F.	Macomb	8
Treadway, Laura	Macomb	8
Treadway, Mary	Macomb	8
Upham, Clara	Macomb	7 $\frac{2}{3}$
Whitesell, Mary	Colchester	
Williams, Mary E.	Littleton	6
Wilson, Edithe	Industry	7
Wilson, Leala	Havana	3
Yard, Vera M.	Macomb	8 $\frac{2}{3}$
Yetter, Edna	Havana	$\frac{2}{3}$

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STUDENTS BY CORRESPONDENCE  
1907

Butler, Mrs. Fannie L.	Avon
Nordwall, Fena	St. Augustine
—2	

SUMMER SESSION 1907

Men

Adair, Lewis	Lorraine
Allshouse, Frank	Sciota
Barclay, Willard	Maples Mills
Bayless, Albert	Bardolph
Benitez, Franciso	Pagsanghan, P. I.
Biddlecombe, Meade	Macomb
Boyer, Lewis	Liberty
Cadwallader, Alfred	Bushnell
Cordell, Ralph V.	Macomb
Crabb, Carle R.	Macomb
Crandall, Eddie	Huntsville
Crandall, Vivian	Huntsville
Dennis, B. R.	Macomb
Ellis, Luther	Macomb
Fisher, Archie Jr.	Macomb
Harshbarger, Royal	Galesburg

Name	Post Office	Credits
Head, Glenn L.	Macomb	
Horton, Jessie C.	Macomb	
Mackey, W. H.	Macomb	
McCall, Frank S.	Macomb	
McCune, Frank	Lorraine	
McGann, Lewis	Macomb	
Morrow, Ray	Quincy	
Odenweller, Arthur L.	Frederick	
O'Hern, Charles V.	Vermont	
O'Hern, Thomas L.	Vermont	
Osias, Camilo	Balavan, Union, P. I.	
Paz, de la Fabian	San Fernando, Pom-panga, P. I.	
Pennington, F. O.	Colfax	
Rexroat, Herman	Macomb	
Roark, T. L.	Macomb	
Rocha, Zacarias	Tagbilaran, Bohol, P. I.	
Shindel, Bruce	Augusta	
Shupe, Lester, C.	Paloma	
Skinner, Albert N.	Yates City	
Smith, Frank C.	Scottsburg	
Stewart, Justin	Tennessee	
Teodora, Jose	Bay, Laguna, P. I.	
Thompson, S. Arthur	Macomb	
Torrefranca, Cirilo	Figbanan, Ilio, P. I.	
Walters, Earl D.	Macomb	
Walters, Prentice	Macomb	
Weinberg, J. Ernest	Augusta	
White, C. E.	Macomb	
Whitney, Henry J., B. S.	Geneseo	
Wright, Carl	Plymouth	

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## Women

Alexander, Carrie B.	Blandinsville
Allen, Florence	Milan
Anderton, Ethel V.	Macomb
Armstrong, Sarah L.	Milan

Name	Post Office	Credits
Ayers, Lulu	Carthage	
Beckelhymer, Samantha	Roseville	
Bennett, Nannie E.	Colchester	
Berg, Anna	Nauvoo	
Bergstone, Blenda V.	Sherrard	
Bice, Cordie	Colchester	
Bertholf, Alma	Augusta	
Bethel, Emma	Bardolph	
Bethel, Jennie	Bardolph	
Black, Flena	Rushville	
Black, Junia	Macomb	
Black, Mary	Rushville	
Blakeley, E. Blanche	Milan	
Bottorff, M. Ruby	Golden	
Bowen, Lottie J.	Colchester	
Bowman, Edna	Colchester	
Boyles, Clara	Golden	
Bradley, Crissie	Cameron	
Bradley, Ida M.	Rushville	
Brooks, Mary	Hermon	
Brown, Jennie	Rio	
Brown, Pearl	Hamilton	
Bugg, Olive	Macomb	
Cain, Besse	Augusta	
Cale, Grace	Macomb	
Cale, Margaret	Macomb	
Caldwell, Odessa	Milan	
Calvin, Mary	Huntsville	
Campbell, Harriet Z.	Charleston, W. Va.	
Cashman, Ella	Huntsville	
Cashman, Elizabeth	Huntsville	
Chant, Ethel E.	Stronghurst	
Choate, Stella L.	Hamilton	
Conwell, Agnes	St. Augustine	
Cook, Ruby	Carlyle, Ark.	
Cordell, Grace	Macomb	
Cordell, Irma L.	Macomb	
Cordell, Lois K.	Macomb	

Name	Post Office	Credits
Council, Florence	Williamsville	
Crowley, Margaret	Edinburg	
Curless, Althea	Ursa	
Cutforth, Leonie	Liberty	
Deems, Edith	Macomb	
Dickens, Eva	Beardstown	
Ditto, Bess	Seaton	
Doole, Perle	Kellersville	
Dormady, Alice	Sherrard	
Duncan, Maude	Seaton	
Dwyer, Mamie C.	Kewanee	
Egan, Elizabeth	Rock Island	
Eakle, Mabel	Colchester	
Engle, Edna	Sherrard	
Fife, Olive	New Salem	
Fisher, Helen	Macomb	
Fowler, Gertrude	Birmingham	
Fuller, Bertha	Quincy	
Funk, Lillian	Knoxville	
Gettemy, Eva V.	Monmouth	
Gibbs, Jessie	Galva	
Goad, Ruby	Blandinsville	
Goad, Ruth	Blandinsville	
Goertz, Carrie	Liberty	
Greene, Fannie E.	Huntsville	
Greuel, Clara	Vermont	
Griffith, Maude	Macomb	
Gronewald, Anne	Nauvoo	
Gronewald, Norine	Nauvoo	
Grote, Augusta	Springfield	
Gustin, Cordie	Macomb	
Haddick, Ethel	Sherrard	
Hartman, Nettie	Tennessee	
Hendel, Pearle	Knoxville	
Hill, A. Laurie	Sterling	
Hitch, Mildred	Blandinsville	
Hoben, Rose	Galesburg	
Horner, Jessie M.	New Salem	

Name	Post Office	Credits
Horrell, Jessie E.	Macomb	
Hoffman, Julia	Peru	
Huff, Ethel	Edinburg	
Jarvis, Mary	Colchester	
Johnson, Mabel	Galesburg	
Johnston, Olive B.	Vermont	
Jones, Lena	Macomb	
Kilpatrick, Dora	Abingdon	
King, Jean L.	Jacksonville	
Knowles, Etta	Macomb	
Knox, Maude E.	Yates City	
Larson, Ethel	Knoxville	
Luman, Jessie	London Mills	
Luman, Vera	London Mills	
Mastin, Edna	Knoxville	
McCormick, Ora	Vermont	
McDonald, Lela	Macomb	
McGaughey, Julia E.	Viola	
McIlhenny, Mary E.	Macomb	
McIlvaine, Clarice	Bushnell	
McIlvaine, Ethlyn	Bushnell	
McKeever, Minnie	Winchester	
McKeon, Agnes	Nauvoo	
McMillen, Sadie	Macomb	
Mercer, Elva	Vermont	
Miller, Clara	Vermont	
Miller, Cora M.	Aledo	
Mills, Cecile	Cameron	
Millett, Ida M.	Reynolds	
Moore, Bessie	Roseville	
Moore, La Pearl	Rushville	
Moore, Lourena	Rushville	
Morrow, Louise	Macomb	
Murrell, Eva	Macomb	
Murrell, Lena M.	Macomb	
Nelson, Anna	Lorraine	
Nelson, Lilian	New Windsor	
Noble, Juanita	Viola	

Name	Post Office	Credits
Nolkemper, Henrietta	Pittsfield	
Norris, Maybelle	Abingdon	
Norton, E. May	Macomb	
O'Donnell, Ella	Carbon Cliff	
O'Donnell, Margaret	Carbon Cliff	
O'Hern, Mary	Vermont	
O'Hern, Sarah	Vermont	
Parks, Blanche	Macomb	
Patterson, Ruth	Macomb	
Peterson, Nettie	Beardstown	
Phillips, Bessie	Blandinsville	
Poling, Ello M.	Lorraine	
Price, Isabel	Viola	
Purdum, Bertha B.	Macomb	
Randolph, Louise	Macomb	
Reed, Bertha	Alexis	
Reed, Blanche	Alexis	
Reid, Lulu	Macomb	
Rhea, Effie	Beardstown	
Rinehart, Harriet	Sciota	
Ritchey, Lois C.	Macomb	
Rodgers, Cora M.	Abingdon	
Ross, Margaret E.	Rushville	
Ruberts, Florence M.	Blandinsville	
Ryan, Mamie	La Grange Mo.	
Schedel. Charlotte A.	Pittsfield	
Scott, Lucile	Macomb	
Schreiber, Elizabeth	Quincy	
Sherman, Grace	Rushville	
Shields, Ruth H.	Macomb	
Simmons, Mary	Macomb	
Smith, Grace M.	Macomb	
Smith, Lucy L.	Macomb	
Smith, Maude	London Mills	
Smith, Nellie	Vermont	
Sperry, Nettie	Macomb	
Spicer, Grace	Bushnell	
Stewart, Florence	Colchester	

Name	Post Office	Credits
Surtees, Sarah	Colchester	
Swanson, Ethel	New Windsor	
Swigert, Blanche B.	Rapatee	
Strickland, Jessie	Macomb	
Thompson, Olive F.	Macomb	
Trego, Laura M.	Sherrard	
Trone, S. Emma	Macomb	
Vermillion, Elsie	Golden	
Vose, Caroline	London Mills	
Webb, Felicia B.	Good Hope	
Weinberg, Louise	Augusta	
Winn, Maude	Viola	
Wheeler, Cora	Macomb	
Woods, June	Macomb	
Worman, Flora	Augusta	
Wooten, Ellen	Macomb	
Worrell, Minnie	Macomb	
Wyne, Margaret R.	Macomb	
Yocom, Bertha,	Bardolph	

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Cordell, Vail R.	Macomb
Girard, Lloyd	Canton
Hutchison, Roy	Neponset
Keener, Oro	Macomb
Richardson, M. J.	Camp Point

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Burns, Juniata	Princeton
Byers, Jessie	Sterling
Campbell, Esther	Rushville
Carson, Minnie	Gerlaw
Chandler, Lucy A.	Macomb
Cordell, Eula	Macomb
Creel, Vera	Macomb
Enslow, Amy	Kewanee
Jacobus, Nellie	Peoria
Lantz, Mrs. C. A.	Rushville
Maroe, Geneva	Rushville

Name	Post Office	Credits
Mooney, Anna	Sterling	
O'Hern, Anna	Vermont	
Peterson, Edith	Galva	
Polonus, Edith	Colchester	
Ramsay, Lockie	Colchester	
Rice, Florence K.	Macomb	
Whiteman, Clare	Biggsville	

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**ELEMENTARY SCHOOL, SEPTEMBER 17, 1906, TO MAY 29, 1907.****GRADE EIGHT.** Room 4. **GRADE SEVEN.** Room 10.**Boys.**

Anfield, Burley  
 Bailey, Albert  
 Brown, Frank L.  
 Cooper, Carroll  
 Craig, Delmar  
 Erwin, Clinton  
 Gumbart, Harold  
 Hoffman, Homer  
 Livermore, Johnny  
 Mapes, George  
 Mustain, Floyd  
 Yetter, Rex—12.

**Girls.**

Adcock, Florence  
 Bagby, Bertha  
 Cordell, Grace  
 Garrison, Cecil  
 Lybarger, Dora  
 Robertson, Alice  
 Ruckle, Rhue  
 Tuggle, Florence  
 Walker, Caroline—9.

**Boys.**

Camp, Arthur  
 Brooking, Florian  
 Campbell, Wayne  
 Ervin, Marquis  
 Ferris, Irwin  
 Harding, Howard  
 Hillsom, Walter Clair  
 Rost, Roscoe  
 Russell, Scott  
 Smith, George B.  
 Sutherland, Robert J.  
 Townley, Wayne  
 York, Jones Orin—13.

**Girls.**

Allison, Margaret  
 Avery, Eva  
 Bagby, Kate  
 Bagby, Flora  
 Mickey, Florence  
 Nash, Lydia  
 Purdum, Marie  
 Robertson, Nellie  
 Smith, Eloise  
 Stinson, Dorothy—10.

## GRADE SIX. Room 2.

## Boys.

Cordell, Rolland  
 McCall, Ernest  
 Nash, Rolland  
 Stocker, Clifford  
 Walters, Onno  
 Wyne, Harlow  
 York, Ben—7.

## Girls.

Allison, Gertrude  
 Ausbury, Mary  
 Brooking, Isabel  
 Bartleson, Katherine  
 Coats, Helen  
 Culp, Leona  
 Darke, Christie  
 Ellison, Louise  
 Glass, Irene  
 Jacobs, Myla  
 Seaton, Hazel  
 Wisecup, Cleo  
 Stevens, Helen  
 Vose, Mary—14.

## 4th GRADE, Room 11.

## Boys.

Erwin, George  
 Fennell, Herbert  
 Garrison, Sloan  
 McDonough, Edward  
 Robertson, Fred  
 Smith, Lawrence  
 Twyman, Chandler  
 Vose, Lyman  
 Stremmel, George—9.

## GRADE FIVE. Room 12.

## Boys

Burton, Iva  
 Bagby, Dale  
 Coats, William  
 Russell, Harold  
 Tunnicliff, Morris  
 Watson, Willard—6.

## Girls.

Allison, Anna  
 Bacon, Dorothy  
 Burton, Mary  
 Ellison, Alice  
 Foulds, Marie  
 Grier, Katherine  
 Gesler, Helen  
 Keack, Ruth  
 Lemmer, Lora  
 Snyder, Sadie  
 Upham, Alice  
 York, Sarah  
 Randolph, Hattie—13.

## THIRD GRADE, Room 1.

## Boys.

Ausbury, Elmer  
 Baldridge, James  
 Graves, Harry  
 Gumbart, George  
 Head, Bonnie  
 Rexroat, Delbert  
 Ruebush, Carl  
 Wisecup, Ollie  
 Walker, Wayne—9.

## Girls.

Bradbury, Marie  
 Hahn, Hazel  
 Harlan, Mary  
 Harris, Irene  
 Jacobs, Pearl  
 Lemmer, Maud  
 Newsome, Maryne  
 Rexroat, Lula  
 Scott, Lavinia  
 Walters, Nina  
 Wayland, Jemima  
 Woodwaroth, Alta—12.

## GRADE Two. Room 3.

## Boys.

Ausbury, Harold  
 Baldridge, Basil  
 Bradbury, Paul  
 Brooking, Vivian  
 Cale, Frederick  
 Ellis, Roscoe  
 Griffith, Duane  
 McGinnis, Joseph  
 Pendell, Albert  
 Russell, Francis  
 Avery, Harry—11.

## Girls.

DeCamp, Helen  
 Campbell, Jennie  
 Hahn, Ollie  
 Kruse, Naomi—4.

## Girls.

Bagby, Beulah  
 Burton, Anna  
 Cale, Christabel  
 Churchill, Ruth  
 Damron, Lura  
 Hickman, Vera  
 Lane, Martha  
 Moore, Freda  
 Pendell, Grace  
 Robertson, Elsie  
 Nichols, Irene  
 Sanders, Mary  
 Siever, Frances—13.

## GRADE ONE. Room 9.

## Boys.

Avery, Willard  
 Buckley, Roy  
 Carpenter, Kenneth  
 Carson, Ralph  
 Churchill, Richard  
 Grier, Louis  
 Harris, Edwin  
 Johnson, Haskett  
 Lemmer, Teddy  
 Millsom, Leroy  
 Richards, Kenneth  
 Tipton, Clarence—12.

## Girls.

Bolles, Corinne  
 Butterfield, Pearl  
 Dunblazier, Pluma  
 Ellsworth, Alice  
 Jenkins, Gertrude  
 Wright, Dorothy—6.

## GRADE SIX. Room 12.

## Boys.

Burton, Ivan  
 Coates, William  
 Russell, Harold—3.

## Girls.

Burton, Mary  
 Ellison, Alice  
 Foulds, Marie  
 Keach, Ruth  
 Snyder, Sadie  
 Upham, Alice—6.

## GRADE FIVE. Room 12.

## Boys.

Erwin, George  
 Smith, Lawrence  
 Twyman, Chandler  
 Vose, Lyman—4.

## Girls.

Fuhr, Esther  
 Hahn, Hazel  
 Harlan, Mary

## GRADE THREE. Room 11.

## Boys.

Ausbury, Harold  
 Avery, Harry  
 Brooking, Vivian  
 Cale, Frederick  
 Foutch, Herbert  
 Griffith, Duane  
 Pendell, Albert  
 McGinnis, Joseph  
 Walker, Wayne—9.

## Girls.

Avery, Hazel  
 Baldredige, Minnie  
 Campbell, Jennie  
 Hahn, Ollie  
 Kruse, Naomi—5.

## GRADE TWO.

## Boys.

Avery, Willard  
 Bartleson, Howard  
 Grier, Louis  
 Harris, Edwin  
 Johnson, Haskett  
 Lemmer, Teddy  
 Millsom, Leroy  
 Richards, Kenneth  
 Sears, Edward  
 Tipton, Clarence—10.

## Girls.

Bolles, Corinne  
 Butterfield, Pearl  
 Dunblazier, Pluma

Harris, Irene	Jenkins, Gertrude
Lemmer, Maud	Stevens, Rosie
Newsome, Maryne	Wright, Dorothy—6
Rexroat, Lulu	
Walters, Nina	
Woodworth, Alta	
Wayland, Jemima—10.	

## GRADE FOUR. Room 11. GRADE ONE. Room 3.

## Boys.

Baldridge, James  
 Porter, Glade  
 Russell, Francis  
 Wisecup, Ollie—4.

## Boys.

Ausbury, Carl  
 Carlson, William  
 Drake, Russell  
 Harding, Selden  
 Hollenbeck, Albert  
 Laughlin, Mac  
 Polk, Clarence—7.

## Girls.

Burton, Anna  
 Butterfield, Ruth  
 Cale, Christabel  
 Hickman, Vera  
 Nichols, Irene  
 Pendell, Grace  
 Siever, Frances  
 Watts, Bessie—8.

## Girls.

Burton, Clara  
 Campbell, Elsie  
 Craig, Madge  
 Kruse, Lucile  
 Nell, Mildred  
 Newland, Mildred  
 Sears, Della  
 Simmers, Beatrice—8.

Elementary School.....	160
First Summer Term.....	80
District 56.....	32
	—
	272
Counted Twice.....	52
	—
	220

## SUMMARY

Normal School and Academy, Men.....	101
"      " Women.....	192
Summer Quarter, Men .....	53
"      " Women.....	191
Elementary School, Boys and Girls.....	220
	—
	757
Counted Twice.....	54
	—
	703

## Former Members of the Faculty

Name	Period of Service
BURNS, JAMES CLINTON	Nov. 30, 1901 to June 8, 1906 HISTORY AND CIVICS.
FAIRBANK, FREDERICK JOY	Nov. 30, 1901 to June 8, 1906 LATIN, GERMAN AND GREEK.
FAIRBANK, MRS. WINIFRED S.	April 8, 1902 to April 13, 1906 DIRECTOR OF MUSIC.
HAZLE, MISS LAURA	Sept. 4, 1903 to June 8, 1906 CRITIC TEACHER.
HENNINGER, JOHN W.	OCT. 18, 1901 to Sept. 1, 1905 PRINCIPAL.
HITCHCOCK, MISS ELIZABETH	Jan. 2, 1904 to June 8, 1906 CRITIC TEACHER.
KEITH, MISS EDNA	Sept. 1, 1902 to Jan. 1, 1907 CRITIC TEACHER.
LAYMAN, MISS ELSIE	Jan. 2, 1904 to Sept. 1, 1904 ASSISTANT IN MUSIC.
LUGENBEEL, W. E.	June 8, 1904 to June 8, 1906 MATHEMATICS, ENGLISH.
OSDEN, MISS ALICE M.	July 10, 1903 to June 8, 1906 READING AND EXPRESSION.
ROBERTS, HOMER L.	Nov. 20, 1901 to June 8, 1906 BIOLOGICAL SCIENCES.
SMITH, SETH L.	Feb. 18, 1902 to April 1, 1907 DRAWING, WRITING AND COMMERCIAL BRANCHES.
SNYDER, MISS ELIZABETH	June 8, 1906 to June 25, 1906 INSTRUCTOR IN MUSIC.
THOMPSON, J. C.	1901 to 1903 REGISTRAR.
WILKINSON, E. S.	Nov. 30, 1901 to June 8, 1906 MATHEMATICS.
WYNE, MISS MARY	Nov 21, 1904 to June 8, 1906 ASSISTANT IN MUSIC.

## Former Members of the Board of Trustees

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	Date of Appointment
ALFRED BAYLISS, Springfield (ex-officio 1899-1906)	
WILLIAM HANNA, Golden	June 1, 1899
FRED E. HARDING, Monmouth	June 1, 1899
JOHN M. KEEFER, MACOMB	June 1, 1899
JOHN S. LITTLE, Rushville	June 1, 1899
CHARLES J. SEARLE, Rock Island	June 1, 1899
B. M. CHIPERFIELD, Canton	July 23, 1900
J. J. McLALLAN, Aurora	July 23, 1900
S. P. ROBINSON, Bloomington	July 23, 1900
CHARLES J. SEARLE, Rock Island	July 23, 1900
I. H. SOUTHWICK, Flora	July 23, 1900
CHARLES V. CHANDLER, Macomb	April 24, 1901
GEORGE W. ROSS, Carrollton	May 21, 1901
S. A. FAIRBANK, Jacksonville	June 19, 1901
F. E. BLANE, Petersburg	June 7, 1902
E. H. KINNEY, Table Grove	Jan. 13, 1903
S. H. TREGO, Clayton	Feb. 9, 1904
JOHN M. KEEFER, Macomb	Sept. 2, 1904
JOHN A. MEAD, Augusta	Dec. 3, 1904

# Advertisement

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The Military Tract (Western Illinois) State Normal School was authorized April 24, 1899.

It was located at Macomb, August 14, 1900.

The corner stone was laid December 21, 1900.

School was opened in the unfinished building September 23, 1902.

The fifth year of school closed August 30, 1907, the building being then nearly completed and the school fully organized.

The purpose of the school is to give instruction in **The Art of Teaching** all subjects taught in the common schools of Illinois, in the country as well as in the city.

There is a two years' course in the Principles of Education and their specific application in teaching the "common branches," reinforced by systematic exercises in teaching in the Elementary school under skilled supervision, and supplemented by special instruction in drawing, music, manual training and the household arts. This course is free to students who have done four years of approved high school work, and who pledge themselves to teach in the schools of Illinois.

A special course is offered to young teachers who pledge themselves to teach in the country schools, to which any holder of a second grade certificate or any graduate of the eighth grade, if recommended by a county superintendent, may be admitted. This course may be completed in about one year by students of sufficient maturity who know how to study. Credits obtained in this course are interchangeable in the Academy, but not in the Normal School grades. The pedagogy will be simple, clear and practical. This course, also, is free.

An Academic Course of two years is offered to students who have completed two years of approved high school work. The tuition in this course is six dollars a quarter, in advance. A certificate of graduation, which will be the equivalent of a diploma from a four year high school, will be given to those who satisfactorily complete the Academic Course, and will entitle the holder to admission to the Junior class in the Normal School.

There is a free four year high school course for holders of the Township Scholarships. Graduates of the eighth grade who live in districts in which there is no high school are admitted to this course upon payment of academic tuition of six dollars a quarter in advance.

Good board and a comfortable room may be obtained in Macomb for from \$3.50 a week up. In some cases this charge may be diminished, but students are not advised to try to live for less than this. It does not pay.

The detailed Courses of Study may be had upon application to the Principal, Macomb, Illinois.







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Illinois State Reformatory  
Print.